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*Magazine for the Christian Home*

# Hearthstone



**School Is Your Job, Too!—Harriet and Ed Dowdy**  
**Are We Prepared for Worship?—Mary Edith Barron**



# The *Hearthstone*

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## Contents

### ARTICLES

School Is Your Job, Too! (Article for Parents' Discussion Groups)	Harriet and Ed Dowdy	1
Are We Prepared for Worship?	Mary Edith Barron	4
You Can Talk With Your Teen-ager	Alice Edson Cornell	6
When the Family Worships (Article for Parents' Discussion Groups)	Catherine and Samuel Pugh	11
GO!	Nell Dunkin	21
Pressure on Bobby for Better Grades	Roy Bernard Jussell	26

### STORIES

The Real Pro	Mary Frances Shura	8
Story for Children		
Pass the Milkweed, Please	Fern Braden	20

### FEATURES

Biblegram	Hilda E. Allen	10
Know Your Hymns!	Louise D. Phillips	13
Write a "First Birthday" Letter	Sue H. Wollam	14
Family Worship		15
Meeting Plans for Parents' Discussion Groups		
1. The Church School Needs Parents	Harriet and Ed Dowdy	22
2. Christian Family Responsibility at School		
I. Families Worshipping Informally	Harriet and Ed Dowdy	23
II. More Formal Family Worship	Catherine and Samuel Pugh	25
Family Counselor	Donald M. Maynard	29
Books for the Hearthside		31
Over the Back Fence		32
Poetry Page	Inside Back Cover	

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**Worship.** "Are We Prepared for Worship?" Mary Edith Barron asks. Not just preparation for Sunday morning church school and worship are included here. You will find this article very stimulating.

Another article in this issue of *Hearthstone* on worship is "When the Family Worships." Catherine and Samuel Pugh collaborate to discuss this experience. They encourage parents to become aware of moments of worship even "as a photographer looks for the unique situation, the unusual setting, the momentary facial expression, and clicks his camera at the strategic second, a Christian can be alert for such moments in his home or away from it."



**Communication.** Although many teen-agers would welcome the opportunity of talking to parents, all too often a barrier gets erected. There are reasons for the barrier—reasons which need to be understood or acted upon. Alice E. Cornell states some of the things that you can do in the article "You Can Talk With Your Teen-ager."

**Fiction.** For the many homes affected by the World Series, there is the story, "The Real Pro," by Mary Frances Shura. We think you will like it.

**Christian Witness.** Nell Dunkin in her article, "Go!" reminds parents of some successful ways of witnessing for Christ and the church in community. You possibly will find here some ways that you, too, may answer the commission, "Go into all the world."

**The Cover.** The month of September just naturally causes our thoughts to turn toward the schools. Will Nancy adjust in kindergarten? Will Johnny ever learn to read? Will Tim be equipped for a skilled job in industry? We can plan carefully, work hard, and give strict attention to minute details. Yet, we must depend upon God and the influence of the church for the heart and center of growth.

**Coming Soon.** "The Voice of Autumn" by Grace W. McGavran; "Reviving the Fine Arts in Home and Community" by Rachel S. Browne; "Deanne, 1971" by Sherman R. Hanson; and by Kathleen Trover Davis, "Art and Music Can Enrich Family Worship."

Until then,  
R. C.



# School

# Is Your Job,

# Too!

by Harriet and Ed Dowdy

CARTOONS DEPICTING SMALL JOHNNY striding manfully down the walk on the first day of school as mother wipes a furtive tear on the corner of her apron, draw an appreciative response from thousands whose experiences are similar at this season. A second familiar scene is the sanctum of the teen-ager left in disordered confusion as the gang gaily renews acquaintances on the way to school, and mother collapses with relief to sip her coffee in quiet.

In neither case, however, is the home now "through with" the school. For Johnny's mother, her days may be livened by the annual cookie sale or being counted for the door prize awarded monthly to the schoolroom with the largest PTA representation. High School Sally's home will be aware of increased demands on their daughter's pocketbook for a multitude of urgent necessities, and will learn to allow space on their family calendar for daughter's many school-related activities.

Adding to our own adult responsibilities at home, church and community, and allowing for a few social activities, isn't this enough? Or is there something

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—The Costas

more that is expected of conscientious parents?

Of course, you know there is lots more responsibility for Christian parents during the course of their child's elementary and high school years. Exactly what responsibility, though, and how one goes about it is the question that concerns us here. It has been said that the goal of a good guidance program is a tailor-made education for every child in a mass-production society. Again we are told that while the educator knows a great deal about children, the parent admittedly knows more about his own child. We must conclude, therefore, that it is of the utmost importance for the home and school to work together in harmony from the earliest school adventure right up until the wonderful day of graduation. Certainly this is a serious business, but it's wonderful fun, too, as we are privileged to recapture through the eyes of our children the exciting world of growing up which we have reluctantly left behind.

None of us wants to be overly solicitous for our child's welfare or to pry into details of the school which do not concern us, yet there are multitudes of ways in which we can, and should, keep in touch with the school our child attends. Some methods which



we shall mention deal specifically with the weekday school, while others are related specifically to the Sunday church school. Most areas of our concern apply equally well at any time when our children are receiving training away from home.

(Although this is outside the immediate area of this article, parents should not neglect what is implied here as it applies to those who teach their children at the golf course, Y, or Scout troop.)

In any school and at any grade level you as parents should be conversant with the general outline of what is being taught and what is expected of your child. If your kindergartner arrives home with a somewhat tattered note pinned on his coat requesting pictures of children eating food that makes them healthy, be sure that you help him carry out his assignment. Just a little parental encouragement in kindergarten may help your child to have a happy attitude toward the next dozen years in school.

When actual homework begins, find out if special days are designated for spelling, arithmetic, reading, and so on. Make it your business to see that homework is handed in neatly and on time. When projects and book reports intrude in the harmony of your household and keep the midnight oil burning the night before they are due, you will realize the wisdom of an earlier start. Check occasionally with your growing youngster to find out when the next deadline is and encourage him not to wait until the

last minute to begin. He will be learning responsibility and you will be keeping your blood pressure down to normal.

Another part of the good learning environment which is our task as parents relates to the availability of good tools for learning. Pens, pencils, and note books we all provide. A well-used library card and a good encyclopedia are equally valuable. When your child has an assignment that requires a trip to the public library, why not go along and explore some new area of information for yourself? One family whose modest budget would not allow purchase of an expensive encyclopedia made it a family project to create one of their own. They clipped informational articles from the newspaper, discarded magazines and free travel folders and arranged them by topics in cardboard boxes.

This family contributed a wealth of enthusiasm and much up-to-date information to the classroom discussion of all their children. Teachers are quick to recognize and appreciate a home atmosphere that is congenial and supportive to the efforts of the school. On the other hand, the best efforts of the finest teacher bear little fruit when they are confronted with intellectual apathy and with a home attitude that says: "It's your job, you are supposed to teach 'em at school."

Parents are responsible, too, for listening to what their children say and noticing when they are unduly silent about a subject relating to the school experience. If every noon hour is a succession of gripes sprinkled with "he says" and "she says" then your task as a parent is clear. Help your child to a more Christian use of table conversation. Our world seems to thrive on criticism of others, especially people in public service, be sure that your child learns a more constructive attitude at home.

No one will be equally impressed by all the teachers in the course of a school career but we can learn to appreciate their good qualities whenever they are doing a conscientious piece of work. At the same time, if you are persuaded that there is serious difficulty between teacher and student, or if there is a real question as to the teacher's competence, or if there is a moral problem in the restroom, do not dismiss it lightly. This is your responsibility as a parent. Taking this problem directly and promptly to the proper authority is YOUR responsibility.

Implied in your position as a Christian parent is a high regard for every person as a child of God, and this extends to your child's teachers and his school friends. Whenever possible make friends with his teacher. This is a must in the lower grades when he has only one teacher. In a large high school you probably will not know all of Sally's teachers, nor will they know her well. However, if your home has always regarded every one as a person of worth you will certainly have some personal interest in the school faculty. This attitude of respect for people will influence Sally's demeanor with her fellow students as well as with her instructors.

Parent-teacher conferences have become a vital

—A. Devaney



Parental encouragement of interests and studies may make the difference between a happy or unhappy attitude toward school.



part of the report program in thousands of school communities throughout the country. This face-to-face conversation with each child's parents at regular intervals gives the teacher a new sense of partnership in the child's education. If such a program is already a part of your school system, here are some hints for a meaningful conversation about your child:

1. Assume the teacher is your friend and the friend of your child.
2. Be prepared to listen, then ask your questions.
3. Arrive promptly and leave when your time is up.
4. If the teacher has specific suggestions, be sure you do your part to follow through.
5. Remember the teacher is trying to help; his criticism will be constructive.
6. Share with your child your mutual concern but do not make him feel that you and the teacher are "ganging up" on him.
7. Look forward to your teacher conference, anticipating the benefits of a pleasant relationship that will add strength to the educational process.

If your school does not now provide for such teacher-parent conferences, talk with your school administration and express your willingness to help work out the details with a committee of concerned teachers and parents.

Joining the PTA in your school will put you in touch with many of the things you would like to know and provide fellowship with parents who share your concerns. Here, too, is a ready-made organization for accomplishing projects beyond individual achievement. PTA's can help parents to organize and conduct co-operative nursery schools where needed, and

distribute material on the standards to which they should adhere. If your community does not yet have public kindergartens the PTA may be the place to begin in promoting their acceptance as a part of the school system.

Where communication between school officials and parents is inadequate, parents may spark a panel discussion to discover better ways of understanding the viewpoints of school and home. Again united parent action can achieve much in securing better safety measures, or floating a new bond issue for needed school expansion, or securing needed increases in teacher salaries.

Home, school, and community may work together with the PTA as a clearing house in securing leadership for Scouts, Brownies, 4-H clubs, and other character-building agencies and securing adequate meeting places. Some groups have compiled a listing of suitable radio and television programs, and locally shown movies. In one school, originally planned to permit all children to go home for lunch, changing community needs made it necessary to staff the lunchroom and playground for those who remained in the building. This additional staffing was assumed by mothers of the children who needed the lunchroom.

No magic formula will assure ideal home-school relationships in every situation but the needs of your child and the schools in your community will give you a clue as to what forms responsible parent participation can take in helping your child's school do a better job. At the high school level the task is increasingly complex as young people face choices for further education and vocations.

(Continued on page 28)

—Clark and Clark



Church school teachers may share with parents concerning the projects undertaken and material being taught. From such conversations parents will have a better understanding of what the church experiences are, and may receive ideas for strengthening the religious experiences at home.





—Erving Galloway

by Mary Edith Barron

# ARE WE PREPARED FOR WORSHIP

WELL INTO THE MAIN COURSE of dinner the conversation got around to corporate worship. "I go to church to get a lift from the sermon," an out-of-town guest reported glibly. I was about to question this motivation when another guest laid down his fork. "The 'Call to Worship' is always the height of the service for me," he offered, quietly. "It's a thrilling moment to hear God calling, and to make community contact with him."

Someone then asked what percentage of the people who make up our Sunday morning congregations are prepared for worship. And later a church school teacher said, "We expect parents to pray with their children. But unless the parents understand worship, and establish devotional practices that help them as adults, I can't see how they can worship with their youngsters through informal situations that arise in the home."

By the time I'd served my favorite cheese cake and poured coffee, the discussion was far from the fellowship of worship. Still, the comments I'd heard raised several questions as I washed mountains of dishes the next morning. Do we understand the meaning of worship? Are we prepared to participate actively in congregational worship? How can we help our children to be ready for community worship in the church school?

Worship is our response to God. It is giving the best we are to the best we know. But it is also giving the worst we are to the highest we know. It is giving ourselves as we are:

*O Lord, thou hast searched me and known me.  
(Ps. 139:1.)*

As humbled persons we meet a personal God. As individuals with innumerable needs we approach a Father who gives boundless gifts. As insufficient parents we make communication with the all-sufficient Creator. As impatient, mistake-making humans we encounter a patient, forgiving, and loving Father. We are arrested by a supreme Presence, and whether our attention is stayed for a moment or an hour, it is a joining, in deep concentration, with God. The mystery in persons meets the mystery in the Father, and results in the practical working out of new insights.

Isaiah 6:1-9 records a stirring worship experience that took place in the temple. Isaiah had a new vision of the sovereign God. In true perspective he saw the Holy One, "high and lifted up." Then Isaiah saw himself, miserable and unworthy. But one concern overshadowed others. This weakness he hopelessly confessed:

*"I am a man of unclean lips, and I dwell in the midst of a people of unclean lips."*

For one glorious moment the Holy God came near, and something happened. Isaiah was accepted. He felt that his failures were forgiven. But in his joy of belonging, he, a covenant child, heard a compelling

The author is a writer of material for parents of all ages.



challenge to share himself and his insights with others in covenant relationships. "Go, and say to this people," the voice summoned. Isaiah heard and obeyed.

As Christians we have an inheritance of belonging. We are covenant children, born into covenant relationship. We are recipients of redemptive love, and we have become members of a redeeming fellowship. But we cannot receive unless we share. And like children in a family, we do not always assume responsibility in the act of corporate worship. Through a wrong idea of God, neglect of inner nurture, and intolerance in service it is possible to keep both ourselves and others from actual touch with the Father in congregational worship.

We misunderstand the meaning of worship when we see our role as spectator rather than participant. We need to come in expectancy and humility, to empty ourselves, to give and to receive. Like my dinner guest, too many of us think of the Sunday service as a place "to get a lift from the sermons." Instead, this should be a time when we become involved so as to identify fully with the drama and healing of the hour.

The highest possible moment for the Christian is true worship in the corporate fellowship. It is our central act toward God. Many hours are spent each week in setting the climate for this experience. Yet, I heard a minister say recently, "I feel that by the time the service is over we're ready to begin." No minister should have to prepare his congregation after he extends an invitation to worship God. Still, he does. He knows that the Spirit of God *can* act. God can break through at any time, even though the situation is not ideally "of one mind and purpose."

—A. Devaney

It is for this he hopes and prays as he brings to the Almighty his inconsiderate, unworthy congregation.

Unpreparedness is the outgrowth of a basic attitude whose by-products can be very real and convincing. Some parents are finding that their Saturday night friends are setting their Sunday morning atmosphere. "Our problem is getting up," one woman said. "It's really surprising that anything registers by the time we've made it to church." The sleeping late Sunday morning habit is a twin obstacle to the big Sunday dinner. For the former, some have found that tension has been removed by sleeping later on Saturday and rising early on Sunday. Personally I like to set the alarm and get up about two hours early on Sunday to study from the adult church school lesson (or supplementary materials) before calling all of the family. It helps me to feel that *this day* I am ready for *this service*. The old Jewish custom of beginning the sabbath at sundown had its merits.

There are no magic formulas for leading our children into the presence of God. When the climate is right in the home, informal worship grows out of everyday surroundings, through relevant situations and suggestions. Our youngsters are like candid cameramen. They "snap" the subjects we suggest. While contact is instant, impressions may be lasting. Growing ideas of God may be made through nature, especially if the parents can truly worship him in the out-of-doors. Art, music, poetry, the Bible, drama, stories, symbols, play, conversation, or sharing also can help children to feel close to God and to want to express their love for and thanks to him.

The leader of formal worship experiences might be likened to a photographer. Unlike the candid cam-

(Continued on page 28)



After breakfast is the time set for devotions in some homes. Each family will need to find the time that is best for its own situation.



# You Can Talk With Your Teenager!

by Alice Edson Cornell

## LISTEN TO A MOTHER.

"I never know what my daughter is *really* thinking about anything anymore. She clammed up occasionally as a small youngster, but now it is perpetual. I looked forward to real companionship and confidence with a teenage daughter, but you would never know we speak the same language!"

Listen to a couple of teen-agers.

"My dad is always preaching at me about something. And when Dad is not yapping, Mom is beefing at me. You could never get them to change their minds in a million years—on *anything*—especially where I am concerned. I might as well save my breath."

"Yeah, I know what you mean. My folks are real squares, too. They never see things my way. They do not try to understand that we teen-agers are living in a different world than the one they grew up in. When I try to explain my point of view they only half-listen. A knock-down-drag-out argument does not accomplish anything either. I give up!"

What is at the heart of this explosive problem of communication between parents and teen-agers?

## What Causes These Barriers?

Why do young people and their parents often seem to have difficulty in talking things over? What causes the "freeze-up" or belligerence that makes communication such a problem?

The teen-ager often feels that

his parent "just wouldn't understand." Besides, he is growing up, and confiding in parents is "kid stuff."

Parents must realize that this withdrawing on the part of their teen-agers is a normal part of adolescent development. Hard as it is for a parent to "let go" of a youngster and allow him to develop at his own rate, the parent should be glad to see these streaks of independence. He should be glad that his teen-ager wants to find and claim his individual rights. The young person who enters adulthood still submissive, still uncertain, still running to mama with every problem is a person to be pitied. It is, in many respects, a painful process for both the parent and the adolescent when the latter begins to break away from his dependence upon his parents. But it is an important process. It is a process that must take place. If it is not understood it may raise barriers to communication between parent and child.

What their own crowd thinks is frequently much more important to teen-agers than what their parents think. Teen-agers spend hours on the phone talking to their friends. They have been with these friends all day. But they are not talked out. Teen-agers give understanding ears to each other. They are of a generation. They do need to communicate. The teen-ager's increasing compulsion to talk with his own friends may raise other barriers to communication with his parents.

At the crucial adolescent point

in a person's development there are many "hot" issues that can easily fan a flame of outburst or produce cold silence. The teen-ager has a great stake in his current time, money, clothes, makeup, choice of friends, use of the family car, use of the telephone, choice of TV programs, home chores, and on and on. He does not want parental do's and don'ts about these things hemming him in. If once a problem has arisen or swords' points have flashed in a conversation about these problems it is easy for the things to mushroom. Misunderstanding then develops. Thereafter both parent and adolescent may jump to conclusions over a casual remark, reading into it a meaning which was never intended. The tendency to judge or criticize another's statement too quickly is a major barrier to communication.

## What If Barriers Are Not Broken?

If parents do not "get through" to their teen-agers, what happens to the adolescents? Such a problem does not dissolve of its own accord. Unless something is done to build up mutual confidence and trust the wall between the parents and adolescents remains. The young people begin to seek all their help elsewhere. They are already getting help from teachers, counselors, pastors. They are already getting help from their own peers. They need such friends and counselors outside of their own family. But they need their parents too.

The teen-ager who has no real

The writer is author of *Teaching Junior Highs*, Judson, 1959.



understanding with his parents or opportunity to talk things over with them is robbed of a most valuable inheritance. The teachings of Jesus impress us with the worth of each individual. Every young person needs to feel important in his own home. Every teen-ager needs to feel a share or a real stake in decisions that are made at home. Parents must fashion a permissive household atmosphere so their teen-agers can feel free to discuss values and doubts, and be counseled calmly, slowly, and understandingly by loving parents.

### What Encourages Good Communication?

A public school psychologist said recently that the most important skill for parents to develop is the art of *listening*. Many parents complain that their youngsters will not pay a bit of attention to what they say. Often this is because the parents have talked *to* their children all their lives without bothering to talk *with* the youngsters. By adolescence the young person is tired of this one-way system. He can not then be blamed when he turns a deaf ear. He does have something to say. He deserves to be listened to.

Being a good listener does not mean parents have to agree with all they hear. They do not even need to comment on all that is said. Let the parents listen with an understanding heart. Let them hear not only the words but the emotional undertone. Let them seek to learn how the teen-ager really feels. Sometimes the young person is trying to sort out his own confusing and conflicting ideas. Parents can listen while the teen-ager is "letting off steam." This will help the young person evaluate things and come to his own conclusions.

Parents should communicate at all times with sympathy. When parents are in sympathy with a teen-ager, they have a better chance of understanding his reasons for particular emotions or actions. Youngsters will not confide or seek counsel from parents who seem to lack sympathy.

Difficult as it is to do, parents

need to recognize each teen-ager as a developing individual—not as their "little boy" or "little girl." An adolescent is no longer a child. He cannot be told every step to take. It is true that teen-agers swing from maturity to immaturity from one day to the next. Parents are tempted to say "act your age." But parents need to recognize that the teen-ager is making an effort in a struggle toward maturity. Parents need to help, not hinder.

Parents must make certain that teen-agers understand clearly why father and mother make certain decisions. Saying *why* as well as just saying can prevent a teen-ager's judging his folks "unfair"!

Jim was getting ready to go to a movie. His dad spoke. "No, Jim. You are not going out of this house tonight!"

Jim asked why. His dad was so wrapped up in his paper that he did not take time to remind Jim that until his grades improved he was, by agreement, only to see one movie a week. Instead Dad just repeated, "No, I said! And no I meant. No movie tonight!"

Immediately Dad seemed like a tyrant. Jim rebelled.

"Never can do anything... treat

me like a baby... just a prisoner."

If the words do not fly, there will probably be an evil silence. A hostile wall will rise between the father and son. Honesty, concern for each others' happiness, and opinions will be crowded out by resentment.

If Jim's dad had realized the significance of this encounter with his son, if he had dealt with Jim sympathetically and helped Jim recall *why* the movie was out, the channels of communication could have been kept open.

### What Can Parents Do?

Let parents remember the double rule, "Be slow to criticize but quick to sympathize." Then their chances of retaining confidences, questions, and opportunities to help their teen-agers will be greatly increased.

Father and mother can make sure the teen-agers realize they are loved and accepted for what they are. At the same time the parents can try to understand the importance to the teen-ager of being accepted *outside* the home also. To a young person it is terribly important to "belong" to a group of persons who are his own age and identify himself with them. Parents should help the church, the school, the Y's and other agencies make wholesome youth groups available.

In maintaining his role as a parent, the adult needs to be a mature friend—not a bosom pal. Maturity is shown in the way the parent speaks to the teen-ager—with calm and kind but firm words. Language has been called the key that unlocks all doors, but it can also lock every compartment of the adult's relationships with the teen-ager. Careless words, sarcasm, harsh criticism, authoritarian reproach, or frequent resort to tears can eliminate free communication between parents and their teen-agers. Conscientious parents can learn to avoid the attitudes and manners that build walls of separation. They can cultivate the ability to treat their teen-agers with the kind of loving respect that bridges age and interest gaps and makes communication possible.





KEN PURDY SIGHED with satisfaction as the shower needled its warmth against his back. Ducking his head, he watched the spray sweep the dust of the diamond off to swirl in soapy rapids around the drain. Lathering vigorously, he thought back to the game just past. It was a good game. "The ones we win always are," he grinned, remembering Bab's teasing reminder. Above the spray he could hear a couple of rookies shouting exuberantly, rehashing the last close innings with as much heat as they had played them. It was good to hear the kids talking about something besides the rumored trades.

Trade talk. He shivered under the brisk toweling. Defensively he flipped the towel faster as if it could warm the cold place that always came when there was trading talk.

Okay, he told himself, so I have been twenty years in the majors. I am still playing solid ball. There were ways of telling, by the rise of fans at his long-striding coverage of the outfield, by the howls of encouragement when he hefted into batting position. However, the team was still in seventh and autumn, leaking out like grease on a hot slab, meant the front office had to do something and soon. Managers have to live too, and Perrin with his fingers raking hard through thin brown hair and the sharp edge of nerves cutting along his voice was showing the squeeze.

Glancing at his watch Ken knew Babs would be getting dinner started. Maybe because of Babs and his concern with her peculiar restlessness, his mind shut out the voices in the stall beyond. He was wishing there was somebody he could talk to about it. But who? Nobody else on the team had grown kids, much less a son married and gone. Ken pondered, balancing the shirt loosely a minute, waiting for his body to dry, did women always turn odd when kids left home? Strangely restless, and well, loose in the saddle like the horse was hitched and no trail to ride?

Because it was low, almost a whisper, it sounded more urgent

*The author is a free-lance writer.*

# The Real Pro

by Mary Frances Shura

than a shout. It was the Rookie Yates, Ken knew his voice.

"Told them to hold the release until he broke it personal. Purdy and Langer," the voice went on. "It's a fair trade; you can't blame Perrin."

"You know when you start," the other voice went on reasonably, "you can only go so far up before you start back down."

Ken folded his lips over his mouth's dryness, groping for the shirt's buttons with mechanical slowness. Purdy and Langer, his mind repeated dully. He felt a sudden warmth for the kid talking, for the compassion in his voice—Most of all, though, because he had overheard him. It would make it easier with Perrin that he knew it beforehand. False pride maybe, Ken shrugged, he was still glad.

He forced himself to walk that loose easy stride that was the Purdy trade mark. He wanted to slump tiredly out of the locker room and go home. Yet, the long legs obeyed, almost carrying him past Perrin waiting against the door, trying to look unconcerned.

"Purdy," Perrin called. "Got a minute?"

What if I didn't? Ken thought bitterly. What if I pushed on, escaping into that crowd of pity-soft faces? I could stall it now, and make myself maybe an hour.

Ken watched with irritation as Perrin fiddled uneasily with his paper knife.

"You've been around too long to have to spell it out to you," the manager said awkwardly. "We need Martin's hard ball. He's a comer and we need help." Perrin spread his lean fingers wide, his narrow nose flaring nervously.

For no reason at all it reminded Ken of Bab's disciplining young Bud. She would plead, "This hurts me more than it does you," that old routine. Ken knew she meant it. Perrin was like that, hurting, while Ken, himself, was too numb inside to feel anything right now.

Relaxing, Ken reached a hard hand across the desk. "I'm not fool enough to say I like the ax, Perrin. This is some assignment you've got, but you've made your point."

Perrin's eyes widened in relief. He pumped Ken's arm hard. "Purdy, you're what I call a real Pro, a real Pro. And it's not like you were through. This other team's not major of course, but . . ."

Ken stared numbly. Perrin was right, he wasn't through. There was still the team he had been traded to. "The way back down," the kid had called it. Either take that or. "When did the release hit the wire?" he asked brusquely.

Perrin eyed the clock. "About now for radio news."

Ken's chair scraped. "Bab's dinner will be spoiled." They shook hands again, earnestly, like there were cameras. Ken felt solemnly foolish. "Like I've said," he repeated awkwardly, "you've been good to work for."

He wished Babs had kept the car. Something loose in his head made it hard for him to concentrate on lights changing or to care about jockeying for position in the after-game traffic.

Babs. Suddenly he was hungry to be with her, even the way she was now. Until just lately she had been Number One all the way.





"I'm not fool enough to say I like the ax, Perrin. This is some assignment you've got, but . . ."

Even with Bud still in diapers, a sausage roll of a kid hooked under her round arm, she had been out there yelling for him, faith and strength from the bleachers.

Only this summer had she stayed away, just since Bud's wedding. This funny restlessness impelled her to play the Hausfrau catching the game by the radio to have a hot meal ready. Like food meant anything next to knowing she was out there behind him someplace.

Anyway he wouldn't have to tell her. She would catch it on the news. There would still be the talk and the decision.

Ken struggled to remember what it was like on a farm team. He had been seventeen in a different world, another time. There were just the two ways he could jump now. Like after a shower, the sweat started again, turning the collar into sandpaper against his neck. Not to accept meant being through with baseball. Through with baseball . . . , through with breathing, it was the same.

If Babs were only the bossy type. Some wives would have it all shaped up before he twanged the parking feeler against the curb outside, but not her. He could see her round throat firm under the sun-dress strap, tilting her head with the close-cropped curls gleaming. "What's next, Boss?" she would ask with that grin which, still, after twenty years, made him feel ten feet tall.

She was at the door, her cheek cool against his. Ken caught her tight a minute, silent from the ache in his throat. Once inside he felt the difference. The shaded darkness of the apartment, the warmth of cooking smells; they were the same. The difference was in sound. No radio. A bite of panic grabbed him. She's got to know it already, he thought desperately, I can't break it myself.

She gave no sign, prodding him instead to sit down before familiar linen and silver, still conspicuous by being set for two instead of three. Ken fingered his fork glum-

ly, breathing with difficulty, finding a star-flecked darkness behind his eyes when he shut them a minute. Dully, he heard the bee hum from the kitchen that he called her "happy" sound. It was like before Bud left, her thumping about, coming with hands cased in huge mitts to place the steaming platter down. She grinned over the ham slices crisping around bright-yolked eggs.

"Bud's meal," Ken commented in recognition.

Her shoulders bounced kidlike as she smoothed her napkin. "I sure hope that Debby learns to cook a decent egg . . . for Bud's sake."

Then he knew he had to do it. Now, over the ham and eggs, with no longer to wait. Like with Perrin outside the shower room, anything else would be a stall. But for Babs not to have the radio on! Unbelievable!

"What did you think of the game?" he gambled suddenly.

Her fork wrestled busily with a



ham crust. "It's always a good one when we win," she quoted.

He rounded his shoulders tensely. "This is a mighty good meal," he said, "to cook for a has-been."

He knew the minute she looked up. The warm edge of her smile stopped at the dimple. There was no laughter in her eyes, only love. The voice was still merry.

"I thought it was pretty good myself, to be cooked by a has-been."

Staring, his eyes narrowed in confusion as her words tumbled ahead of his understanding.

"I got so excited," she said, "hearing the news. I'm selfish, Ken, we both had twenty-year jobs

and mine was up."

He frowned. Twenty-year job, for a girl who never worked out a day?

Her words slowed painfully. "Twenty years to change a baby into a bridegroom." Ken ached at the loneliness in her eyes. "I was so lost with nothing to do for Bud.

"But now," her lips parted with excitement, "we are both released and still young." She grinned wickedly. "You're such a tightwad that we'll have plenty to live on until we're settled in something ... together."

He would have answered if he could, but he felt dizzy and weightless! Instead of being on the way

back down, he would be on the way up and on. He hadn't particularly meant to tell her but the words came anyway. "I really bled for Perrin. When I tried to help him say it, he called me a Pro ... a real Pro.

She smiled. "Poor little guy." "Babs," he said slowly, "in this boy-raising league, you're a real Pro, too." Because the word meant more to him than anything he had ever said right out like that, the shirt was suddenly ridiculously damp again.

The small round hand over his was gentle. "Thanks, Purdy," she said softly. "It takes one to know one."

by Hilda E. Allen

# bIBLEGRAM

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern will contain a selected quotation from the Bible.

- A Number of bears that Goldilocks met -----  
20 62 107 32 41
- B What scales tell -----  
1 36 60 87 84 53
- C Number of years before the Jews -----  
77 81 46 15 35 51
- D A twig used as a whip -----  
13 59 64 69 126 21
- E Afternoon show -----  
6 17 48 39 94 3 34
- F A rod contains 198 of these -----  
72 8 57 38 16 93
- G Keep out of sight -----  
88 116 26 55
- H Good things said about someone -----  
14 85 30 82 96 22
- I Holy day -----  
18 5 50 66 7 83 2
- J One of the four parts of a year -----  
33 58 74 97 24 4
- K Average age for a second grader -----  
47 28 109 70 120
- L Part of the name of the U. S. Military Academy -----  
115 43 114 124
- M Color of the President's House -----  
10 118 76 106 90
- N To unite, or become a part of -----  
121 49 86 101

- O Stubborn, as a certain animal -----  
65 92 79 119 9 27
- P Very small or undersized -----  
71 112 37 89 12
- Q Any one of the twelve in a year -----  
44 91 111 98 63
- R To meddle with something -----  
68 11 29 54 19 25
- S To rent for a certain period of time, as a house -----  
23 67 105 40 80
- T Quintet plus three -----  
95 125 102 99 61
- U Pester, or coax -----  
78 113 100 123 110
- V Book of the New Testament -----  
75 122 31 104
- W Get up in the morning -----  
56 103 45 73 127
- X Orderly and cleanly -----  
42 108 52 117

(Solution on page 27)

1	2	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	
29	30	31	32	33	34	35	36	37	38
39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	
58	59	60	61	62	63	64	65	66	
67	68	69	70	71	72	73	74	75	
76	77	78	79	80	81	82	83	84	85
86	87	88	89	90	91	92	93	94	95
96	97	98	99	100	101	102	103	104	105
106	107	108	109	110	111	112	113	114	115
116	117	118	119	120	121	122	123	124	125
126	127								



## WHEN THE FAMILY WORSHIPS

—Luoma Photos



There are times when a member of the family deliberately creates opportunities for informal worship. Appreciation of musical selections may be the medium for some families.

FAMILY WORSHIP IS so simple, so natural, so spontaneous that it comes as regularly and as enjoyably as the evening meal; or it is difficult, embarrassing, and unsatisfactory, all depending on the family.

There are homes where children cannot remember a time when prayers were not said and the scriptures were not read at bedtime or at mealtime. To skip such devotions would be unthinkable—perhaps fraught with a feeling of loss and a sense of guilt.

Before we speak of regular and formal devotions in the home, let us give attention to some incidents and circumstances that are a part of *every* household and are either worship experiences or a good basis for discovering possibilities for informal worship.

One of the children has been quite ill. Mother takes his temperature and as she looks at the thermometer the family almost without realizing it, steps closer to the bedside. She pauses, then announces, "Temperature's all gone"—then reverently adds, "Thank God!" The room is silent for a moment, then everyone expresses audibly his own joy and relief. The family is bound together in a kind of worship experience long to be remembered. The presence of God can be very real at such a time.

Again, the family goes to the hills or to the lake for a picnic together. As the improvised table is spread, Father calls on five-year-old Mary to say grace. She not only thanks God for the potato chips and the cake but adds, "You always give us the nicest things." It becomes a treasured memory to be retold on other occasions and in a sense to be a lasting spiritual experience.

Then there are times when a member of the family deliberately creates opportunities for informal worship. He places a new worship setting in a spot where it will speak to each one who enters through the front door. He hopes each person who enters the house

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Sickness can provide the basis for informal or formal worship. At such times the presence of God may be very real to the family.

will pause for a quiet prayer. Another member of the family rises a bit earlier than the others on Sunday morning and places several worship records on the record player, thus providing a worshipful background for getting ready for the day's services. Even the preparation—the bathing, the combing of hair, the action of making oneself presentable for communion becomes an act of worship if the family thinks of it in such a manner.

One of the children says, "Let's hold hands around the table when we say grace"—and forever after the family follows the simple but meaningful practice at every meal. Even when company comes the pause for grace lends depth to the feeling of fellowship.

Recently it was our privilege to have a noon lunch with friends in the state of Georgia. A fine Negro woman had prepared the meal. When we joined hands and bowed heads for grace, the host and one of the guests reached out for the hands of the cook and our circle was complete. It was a deep spiritual moment of brotherhood as well as of gratitude.

The family, whether it be large or small, young or old, can have

many short spontaneous moments of worship and Christian fellowship. It is quite possible, however, that a family might not recognize such moments when they come unless they watch for them and unless whoever sees the opportunity calls it to the attention of other members of the family. Every day brings at least one opportunity for an informal moment when the family is at its best and God's presence is recognized.

As a photographer looks for the unique situation, the unusual setting, the momentary facial expression, and clicks his camera at the strategic second, a Christian can be as alert for such moments in his home or away from it: Father and son on a camping trip having their evening prayer by the campfire before retiring; a family at home, bow heads, while the littlest member comes in to kneel at mother's knee for her nightly prayer; the college daughter finding a spiritual poem in a magazine and asking the family if it would like to pause long enough to hear it; older members of the family stopping to bow as the television station signs off at day's end with a prayer by a clergyman; husband and wife clasping hands (beneath

the hymnal) during the singing of the Lord's Prayer; a member of the family, without request or announcement, offering an informal prayer for the group as a loved one leaves home to go to the hospital, or returns from the hospital; these or similar happenings might come to any of us. It should be natural for us to respond in such a way that we include God in the family circle and in all the activities of the Christian home.

It should be remembered that families are composed of many combinations of persons and that the combinations are constantly changing. A family is not necessarily composed of father, mother, and three children. It may be three adults, or mother and four children, or of one person who must in a sense be a family while he or she foregoes the privilege of family life. Marriage, death, college, military duty, work—so many things rearrange families and force adjustment.

Isn't it a worship experience, perhaps a worship service, when a family gathers around the piano to play and sing the great hymns of the church? The singing brings a feeling of unity and common purpose. The words reinforce faith.



KNOW YOUR HYMNS!

by Louise D. Phillips

Who was the composer of these favorite hymns?  
Find his name in these hymns.  
Place the correct letter in the blank space. Read  
downward.

The Spacious —	irmament on	—igh
Glo—ious Things of Thee		—re Spoken
H—il the Glorious Golden Cit—		
Christ the Ki—g		Ri—es Forth in Triumph
z		n
J		

The composer's name is \_\_\_\_\_  
Let me introduce him to you.

His father was an Austrian wheelwright. At the age of six a distant relative noted the composer's musical talent and trained him as a chorister. Later a younger brother joined him. The composer took the solo part at St. Stephen's Cathedral in Vienna for eight years. He composed many songs and arrangements for the church and his oratorio *Creation* is the most famous. He lived from 1732-1809.

(Answer Franz J. Haydn)

The memories that come are of other occasions of worship, when these same hymns were sung. Radio, television, and motion pictures have largely taken the place of the family sing in our generation although some homes still find the presence of God through hymns of worship.

Conversation, too, can be an act of worship under the right circumstances. A wholesome discussion of the sermon, culminating in a worthy commitment, a presentation of Week of Compassion needs by a member of the family and then group agreement to share in the offering are, in a sense, informal worship.

Creativity can be so developed that subconsciously it can have its place in informal worship too. Consider the child who likes to fingerprint and always paints pictures of churches for the mother to use in a worship setting. What of the Christmas Eve experience wherein the children rearrange the manger scene, not as they have always seen it, but as they themselves interpret it? The creation or use of symbols might well enhance the worshipful atmosphere of the home and give silent evidence that those who live there remember God every day of the week.

When each member of a family looks upon his work, his vocation, as an opportunity to serve God and help him, the walls of such

homes cannot contain the Christian's influence.

Every vocation becomes a *Christian* vocation and every task becomes a way of doing God's work in this his world.

Worship must fit each family situation. To provide any one pattern for every family would be to bring about a stereotyped form without the spontaneity that lends freshness and vigor. Therefore, remembering that everything should be adapted to those who use it, let us give attention to some ways of *planned* worship for families.

Time was when families attended church services together. They went together, sat in the same pew and went home together. Now each person is apt to go when he is ready, sit where he wishes, and leave when it is convenient. There is now an effort to get church families to worship together every Sunday. With the varied interests and schedules of our generation, it may be difficult to adjust to such a pattern but, where adjustment can be made, attending church service together will bring a new appreciation of each other and of the worship experience.

In the home, some family groups still maintain some pattern of *regular* daily devotions. One family known to the writer reads a chapter from the Bible following the evening meal, another uses *The Secret Place* with related scripture

verses following breakfast. A circle of brief prayers brings the session to a close and each person goes about his task for the day ahead.

A family with different schedules arranges a table on which has been prepared a worship setting and devotional materials for the day. As each person concludes his individual devotions at the table he puts a check mark after his name on a 3" x 5" card that has been prepared in advance. The first to come downstairs lights a candle on the table; the last to check his name off the list blows the candle out.

Another family, having to be separated by travel schedules, has selected an evening hour when everyone is likely to be free and each has his devotions at exactly the same time. Although alone, each person is still a part of the family group, wherever he may be.

Most of us would admit that our intentions are better than our performance when it comes to actually achieving a satisfactory arrangement for family worship. We are so busy with so many different things at so many times that we excuse our spiritual delinquency. Before bedtime we are occupied with school assignments, television, reading, or conversation. By bedtime we are too tired. One by one we complete our day and slip off to bed, forgetting our

(Continued on page 30)



# Write a "First Birthday" Letter

by Sue H. Wollam

WHEN OUR SON CELEBRATED his first birthday recently, I decided that I wanted to write more than just a prosaic letter to his grandparents and other relatives telling of the event. I knew that a letter which read "Little Paul received a car seat, a \$25 bond, a pull toy, a telephone" did not constitute very stimulating reading. So I had Paul, Jr. "dictate" a letter to me, which I wrote in first person.

He "told" me things which would be of interest to relatives whom he sees only once or twice a year: weight, number of teeth, favorite foods, "not so favorite" foods, favorite songs and pastimes, as well as an account of his birthday. Equipped with a typewriter and several sheets of typing and carbon paper, I produced letters to be sent to his grandparents, his 19-year-old uncle in college, and his 87-year-old great-grandmother in a nursing home.

The letters were well received, according to the response that I got, and gave the recipients a few moments of enjoyable reading.

I discovered that such a letter captures the fun and spirit of the day and makes friends and relatives feel as though they have a part in the festivities. It gives them an opportunity to get acquainted with the baby, even if they don't have a chance to see him very often.

If you have a son or daughter looking forward to a first birthday, which is certainly a big event in all of your lives, why not have him (or her) "dictate" a letter to you? If you aren't able to type, you can make three carbon copies with a good ball-point pen and new carbon paper.

Of course, you will adopt your own individual style and originality in writing your letter. But perhaps you can garner a few ideas and techniques from my letter, which follows:

## **This Is Myself . . . Paul Adrain Wollam, Jr.**

Now that I have reached the venerable age of one year, I feel that I am sagacious enough to have valid opinions of my own. If you read on, you will find some very useful information about me.

**WEIGHT:** 22 lbs. (I'd probably weigh more, but I've had bad reactions to most shots, and have suffered gastric upsets. A fellow can't gain much if a lot of what goes down comes up again.)

**FAVORITE FOODS:** All junior fruits, fruit juices, banana pudding, vanilla ice cream (that's the only kind my mommy will let me eat. What a chicken outfit!), Jello, and Gerber's high meat dinners.

**FOODS I TOLERATE:** Milk, cereal, meat, vegetables, and egg yolks.

**FOODS I SIMPLY CAN'T TOLERATE:** Cottage cheese, baked potatoes, and tomato juice.

**FAVORITE GAMES:** Patty cake and Peekaboo.

**FAVORITE RECREATION:** Kicking the sides of my crib and playpen, riding in my new car seat, taking stroller rides (especially long ones), and throwing my bottle on the floor. Oh, yes, I like to tear up old newspapers, too.

**VOCABULARY:** Mamma, Dada, and Na (I say that when I get mad).

**FAVORITE FRIENDS:** Karen, Cynthia, and Kathy Kleppinger, ages 4, 3, and 2 respectively (I prefer older women).

**SECRET SUSPICIONS:** I'm afraid that someone's going to steal my fingers someday. That's why I count them every morning, when I wake up.

**THINGS I'D LIKE CHANGED AROUND HERE (BESIDES WET DIAPERS):** The rule about not pulling off Daddy's glasses.

**NUMBER OF TEETH:** Six.

**FAVORITE SONGS:** "High Doodle Doodle," "Hear Them Peep Peep Peep," "Stay Away from the Railroad Tracks," and "Bippity Boppity Boo."

**THINGS THAT MAKE ME LAUGH:** The funny faces that Mommy and Daddy make.

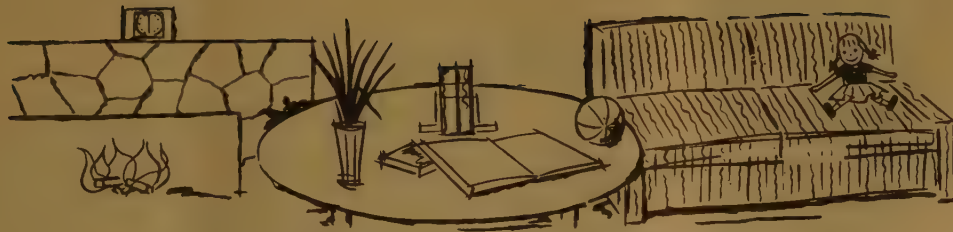
Now I'll tell you about my birthday. It was very nice. I got to have special privileges, like pulling off Daddy's glasses without being scolded, having Mommy play with me most of the day and take me for a long, long, stroller ride, and eating ice cream and cake for supper with my fruit instead of cereal. Mommy made me an angel food cake, decorated with white and green icing. There were animal crackers marching all around it, so that it looked just like a circus. I ate a whole piece of cake and a whole scoop of vanilla ice cream. It was all delicious. I kept stuffing my mouth full because it was so good. Mommy and Daddy laughed, because I was covered with icing and cake crumbs, and Daddy took flash bulb pictures of me. I got a lot of nice presents. Grandmother and Granddad sent me a \$25 bond. I also got money from my three great-grandmothers, which, added to the money in my bank, will buy another bond. Mommy, Daddy, and Great-Grandmother Dunlap bought me a car seat with a steering wheel and a horn that squeaks. Grandpa and Grandma Wollam gave me three sunsuits and a regular suit and a squeaky rubber lion. Aunt Fran gave me a fancy sailor suit, two other suits, and a red T shirt. Uncle Al and Aunt Betty sent me a check for \$5, which helped to buy a bond for me. Aunt Irene gave me a pull toy. I got a Mighty Mouse from Nicky and Kathy, and a telephone that rings from "Aunt" Guin.

I can hardly wait till I'm two.

Love,  
Little Paul

Sue H. Wollam is a former Assistant Editor of *Hearthstone*. Resides at Homestead, Illinois.





## FAMILY WORSHIP

The family is the basic unit of society. It has always been so. From the beginning of history, it has been God's plan that fathers and mothers should care and care for their children, nurturing them in physical growth, teaching them what they should know, helping them to find their own place in the world, and helping them to know God.

You are in that stream of history. You have the responsibility and the great privilege of nurturing your children so that they will grow "in wisdom and in stature, and in favor with God and man."

In our country, most children live in their own families. However, sometimes conditions make it necessary for children to be cared for by someone other than their own families. If you are the family that opens its doors and heart to a child needing the love and care you can give, you have the added responsibility and privilege of nurturing such a one in spiritual growth.

### The Family Teaches

The family, as a basic unit, teaches by what it is and does. When it fulfills its mission well, its teaching is positive and results in Christian character. When it does not, its teaching is negative and the children may grow up to be non-Christian if not evil in character.

Every human being needs love and companionship. There should be gratitude upon the lips of everyone who lives in a family. So, your family needs to express gratitude to God for his good plan to surround one another with loving care. "Thank you, God, for our family," may be all that a young child needs to hear from your lips to begin his own habit of expressing gratitude. As children grow older, you may say more about this part of God's plan. "God, our Father, has many good plans for his world and his children. One of the best plans for people is that they live in families. A family may mean a mother and a father and one child; or it may mean a mother and a father and several children. In our family it means ----- I'm glad for this kind of family, and I'd like to tell God so." You then may offer your own prayer of gratitude.

If you have opened your home to someone other than your own family, you should be vocal in your gratitude that your home and family can include another. "I'm glad, dear God, that you have planned that every person should have someone to love and

care for him. Help us to be a real family to -----," you may pray. If your children are old enough to voice their own prayers, they may add them to your own.

### Worship in the Family

A Christian home will have many periods of worship. These will vary from family to family. (See the article, "Are We Prepared for Worship?" p. 4.) Worship times may include grace at table, bedtime prayers, prayers on special occasions, times of informal worship with one or more children, times of more formal worship when all the family is present, and times of group worship—according to the age of the children.

If you have periods of worship when all your family participates, you will find on the four pages which follow the over-all theme—God's Good Plan—is broken into weekly themes: For My Home, For My Parents, For Others in My Family, For Families Everywhere. You may use the materials on each page informally or weave them into an order of worship, if it is easier for your family to worship in that way.

The picture used on each of the next four pages may be used in informal worship. Talk about the pictures, weaving about them incidents from your own family life. They may be used to recall an experience for which you may express thanks to God, or they may be used to set the mood for your worship time.

If you use a beauty center to help to establish an atmosphere of worship in your home, the pictures may suggest the kind to use on it. Look for them in magazines; mount them attractively to set the theme for the week.

Materials not suitable for use with all age groups carry this identification: (K), preschoolers; (P), those in grades 1-3; (J), those in grades 4-6.

### Use the Bible

Bible reading is another mark of the Christian family. Those who feel gratitude to the One who has made such good plans for them will want to read of him. The following passages may speak to you on the theme for the month: Genesis 45:1-15; Deuteronomy 4:4-9; Psalm 133; Luke 2:1-52; Acts 17:26; Romans 12:9-18; Ephesians 2:19; Hebrews 13:1-2. The verse or verses suggested each week are from this list.

**Theme  
for September:  
God's Good Plan**



### Bible Verses

*Let brotherly love continue. Do not neglect to show hospitality to strangers.*—Hebrews 13:1-2.

### God's Good Plan for Homes (P, J)

Homes are a part of God's good plan for people everywhere. God knew that babies and small children, boys and girls, and even older men and women could not do everything for themselves. He knew they would need the care and help and love of others from day to day.

"I will put people in families so that they can love and care for one another," God must have thought as he made his plans.

God also knew that sometimes there would be strangers and lonely persons. Perhaps they might not have a home and family of their own. Then they would need the love and care of someone else.

"I will put love in the hearts of my people," God must have planned. "Then their homes will become places of welcome and of rest for those who are lonely or strange in the land."

God surely knew that people in homes would need to reach out and work and play and worship together. Only in that way would their own lives be made happier. Only in that way could they build a friendly neighborhood and a friendly world.

"I will lead my families to think of the good of other families across the whole world," God must have said to himself. "Then they will work together to build a world in which there are homes and happiness for all."

### A Prayer Litany (P, J)

Talk with God about your own family and home. Ask him for help in making it the kind of home which he has planned for all. If you wish, you may use the following prayer as your own.

Help us, dear God,

To make our home one in which the members of our family show love toward one another.

Help us, dear God,

To make our home a friendly and helpful place for visitors or for those who might be strange or lonely.

Help us, dear God,

To work with families in our neighborhood and around the world to bring peace and happiness to all.

Amen.

Unless otherwise identified, all the material on this page was prepared by Mabel Niedermeyer McCaw.



—Lil & Al Bloom

### Where Love Is (K)

Jack Morris lived with his parents in Michigan. One summer he went with his family to visit his Aunt Grace and Uncle Ted in Arizona.

"How different everything is," Jack exclaimed as they drove in the Daniel's driveway. "What kind of plants are those growing in the yard?"

"Those are different kinds of cacti," said his father. "They grow in warm dry climates, and like sandy soil, too."

Just then Aunt Grace and Uncle Ted came out to meet them. "How glad we are to see you!" cried Aunt Grace. "You must be tired from your long trip. Come right in and get rested while I finish getting dinner."

Later when Jack and his mother were in the room which was to be his very own, Jack whispered: "Their home is different on the outside, but it is full of love like ours on the inside."

### Home

Home's a safe and happy place;  
Home is snug and cozy.  
Home is where the fireside waits,  
Warm and bright and rosy.

Home's a safe and happy place  
For me and little brother.  
Home is where my daddy is,  
And my darling mother.

Home's a bright and friendly place  
In any kind of weather.  
Home is happy, just because  
We are all together.

—Armilda Brome Keiser<sup>1</sup>

<sup>1</sup>From *May Flower*. Copyright 1953, The Pilgrim Press. Used by permission.



## Theme: For My Parents

### Family Fun (K)

Susan's mother was helping her get ready for bed. Susan was still excited about the good time they had had in the woods that evening.

"Wasn't it fun to cook over the fire?" Susan asked.

"Yes, dear," her mother answered. "We all enjoyed it, I am sure."

"I liked the hamburgers Daddy cooked for us," Susan exclaimed. "But I liked toasting the marshmallows over the fire best of all."

"That was real fun," Susan's mother replied. "I know that Daddy and I liked that part, too."

Susan and her mother were silent for a moment or two. Then Mother spoke again.

"God planned that families should have good times together," she said.

"Is that why he gave us Mommies and Daddies?" questioned Susan.

"That is just one reason," Mother answered. "God planned for parents to care for their children and to help them grow in body and in mind and in love. Planning for happy times is a part of that."

"Oh!" said Susan. Then as Susan and her mother bowed their heads, Susan prayed, "Thank you, God, for Mommie and Daddy and the way they care for me. Thank you, too, for the good time we had in the woods tonight. Amen."

—Mabel Niedermeyer McCaw

—Don Knight



### A Bible Verse

*Children, obey your parents in everything, for this pleases the Lord.*—Colossians 3:20.

### Prayer

Today a dog came near Fluffy and the kittens. He was much bigger than Fluffy. She stood between him and her babies. Her hair stood on end. She looked very cross, and made a hissing sound. The dog went away. Dear God, we think Fluffy is brave. We know our mother or daddy would be brave to keep anything from hurting us. Thank you, God. Amen.

—Frances Bourne Taft

### When I'm in Trouble (P, J)

Dear God, I have done  
Just what my mother said I shouldn't do.  
And I've spoiled things that belong to her.  
There's no way for her to know  
Who did it.  
But, dear God, help me be brave,  
And go and tell her quickly what I've done.  
Amen.

—Grace McGavran<sup>1</sup>

### Just Like Mom (P, J)

"Well, boys, I guess that is all for today," said Tom Burton. He had been coaching a neighborhood boys' baseball team. Douglas had not been there all the time. He had to go to the drugstore for his mother after school. His younger brother, Timmy, was sick with a cold and the doctor had ordered medicine for him. Douglas had not gone willingly on that errand. In fact, he had been mean about it.

Now as he walked home, Douglas was sorry for the way he had acted. He remembered how his mother had taken care of him when he had been ill not so long before. He thought of all she was doing for him every day, too. He hoped that she would forget that he had said today he was always having to do things for her.

All was quiet when Douglas entered his home. That meant that Timmy must be asleep. Douglas wondered where his mother was and what she was doing. And he did not have to wait long to learn.

"Is that you, Douglas?" his mother called from the kitchen. "Thanks to you, Timmy has gone to sleep. That gave me time to make your favorite ginger cookies. Come and have a sample."

"Just like Mom," Douglas said to himself. Then to make sure she knew he was sorry for the way he had acted, he kissed her as he reached for a cookie.

—Mabel Niedermeyer McCaw

<sup>1</sup>From *All Through the Year*, by Grace McGavran. Copyright 1958, The Bethany Press. Used by permission.



**Thanks for Family (P, J)**

Sometimes boys and girls have brothers and sisters and wish they didn't; other boys and girls who are the only children in their families long for brothers and sisters. What makes the difference? Perhaps the greatest factor is in the point of view of the person involved.

A large family knows many advantages and pleasures that cannot be enjoyed by the small family. If you were to list these advantages, what would you include?

Gratitude for one's blessings (and this includes the blessing of family, friends, and loved ones), often is stimulated and one sees them with clearer insight if he takes the thought and time to list them. You may want to do this now. Then thank God for having placed you in a family with other members—brothers and sisters, cousins, aunts and uncles, or whoever lives in your family.

**Prayer:** Thank you, dear God, for my family and all those who love and help me. Amen.

**Evening Prayer (J)**

We thank Thee for Thy goodness  
That kept us safe all day;  
We thank Thee for the evening  
As we kneel down to pray.

Although the darkness gathers,  
We do not need to fear;  
We close our eyes in slumber  
And know that Thou art near.

—Annie Laurie Von Tungen

**A Goodnight Prayer (K, P)**

Every night when day is through  
And it is time for bed,  
My mother never tucks us in  
'Til goodnight prayers are said.

We tell our loving Father, God,  
How glad we are that He  
Has given us our parents and  
Our loving family.

We never miss our evening prayer  
Though sleepily we nod;  
How glad we are that we can say  
This goodnight prayer to God.

—Dorothy Walter

**A Bible Verse**

*Love one another with brotherly affection.*—Romans 12:10.

**A Bible Poem**

Behold, how good and pleasant  
is  
when brothers dwell in unity!  
It is like the precious oil upon the  
head, . . .  
upon the beard of Aaron,  
running down on the collar of  
his robes!  
It is like the dew of Hermon,  
which falls on the mountains of  
Zion!  
For there the LORD has commanded  
the blessing,  
life for evermore.

—Psalm 133.

**Glad for Mark (K)**

Nita was very busy! When Mother washed the dishes, Nita wiped the knives and forks. When Mother cleaned the house, Nita dusted the chairs. When Mother bathed baby Mark, Nita bathed her dolls. And whatever Nita did, Mark watched her. He seemed to think she was doing it to amuse him!

When all the work was finished Mother said, "Now we are through. Let's sit down and rest." Mother picked up Mark. Nita picked up her doll.

"Look at Nita, Mark," Mother said. Nita ran toward Mark. He laughed out loud!

"He thinks you are playing a game with him," Mother said.

"And I am," Nita answered as she ran back and forth.

Suddenly Nita saw her doll. She stood still, thinking.

"What is it?" Mother asked.

"I like my dolls, and I like to play with them," Nita said. "But they can't laugh. They do not know I'm playing a game with them. Mark is much nicer than a doll. I'm glad we have him!"

"So am I," Mother said. "I'm glad for both of you!"

—Luoma Photos





### A Bible Verse

And he made from one every nation of men to live on all the face of the earth.

—Acts 17:26.

**Prayer:** Dear God, thank you for your plan for families. Bless families everywhere who love and care for one another. Amen.

### Different (P, J)

Tom came home from school. "Guess what?" he asked. "There were some new kids in our room today and they sure are funny!"

"What's funny about them?" Mother wanted to know.

"They dress funny, they talk funny, they look funny. They are different from us."

At the same time, Jane and Jimmy were talking to their mother. "How was school?" she asked.

"Awful!" Jimmy said. "We don't like the kids. They dress funny, they talk funny, they look funny. They are different from us."

At first, no one played with Jane and Jimmy. One day there was a football game. Someone kicked the ball wildly and it went over the fence. Quick as a flash, Jimmy was out the gate. Before anyone else could move, the ball came over the fence in the most beautiful arc!

"Look at that ball," the boys said. "Jimmy sure can kick!"

When Jimmy came through the gate, several boys called, "Hey, Jimmy, want to play?" He did.

At the same time, Iva saw the tiny doll in Jane's hand.

"Oh, what a cute doll!" Iva said.

"Would you like to see it?" Jane asked. Soon the girls were talking like old friends.

Now when anyone asks "How are the children who are different?" the answer is, "Why they aren't different. They just look that way!"

### Morning Prayer (P, J)

I come with thanks for your kind care

And grateful that you hear my prayer.

Please guide me, God, in all I do  
To helpful be the whole day through.

—Annie Laurie Von Tungeln

### Color Touch

The autumn leaves, a lovely sight,  
Are red and gold and sunny bright,

The autumn sky is sunny blue,  
The woodland's patchwork dress is new.

The autumn world, so bright and gay,

Has loveliness which seems to say  
That God who loves us all so much  
Has given love a color touch.

And people, too, the world around,  
Of every nation, praises sound,  
That no two persons look alike  
But all are precious in His sight.

—Florence Pedigo Jansson<sup>1</sup>

<sup>1</sup>Last 4 lines by Jessie B. Carlson.

### Doll Festival (K)

Sherrie came home from kindergarten full of excitement. "Oh, Mother," she said, "we had a doll festival at school!"

"A doll festival?" Mother asked.

"Yes," Sherrie said, "Mai's father and mother brought all the shelves and the dolls and things. They told us about each doll. Some of them are very old. We couldn't touch them, but we did play with some dishes and things. Mai brought some kimonos. She wore one and we took turns wearing the others. It was fun. I wish we had a doll festival each year when spring comes!"

"Families in every country have customs that are interesting to families in other countries," Mother said. "The important thing is that in all countries, families love and care for one another."

—A. Devaney





# Pass the Milkweed, Please



Illustrated by Norm Hancock

by Fern Baden

"I LIKE FRIED CHICKEN, mashed potatoes and gravy, apple pie, ice cream, and candy bars," remarked Judy to her friends as they walked through the park to meet their nature leader.

"I don't like anything but chocolate cake," replied Jo firmly.

Jane smiled cheerfully and said, "I have to eat everything that Mother serves on my plate so I might as well like everything." The girls laughed, and then stopped to examine the waxy flowers of a milkweed plant under their hand lens.

They had reached a section of the park which had been allowed to grow up naturally with its native wildflowers, trees, and shrubs. Their nature leader joined them there.

"Hello, girls, it's nice to see you and have you take a walk with me."

"Hello, Miss Linda, thank you for inviting us," they replied.

"We have been talking about the good things we like to eat. It almost made us hungry," smiled Judy.

"Shall I introduce you to a little fellow which doesn't like anything to eat but milkweed?" offered Miss Linda.

"Yes, please do," begged Jo, who wondered if he had ever tasted chocolate cake.

(Continued on page 30)

The author is a free-lance writer.

NORM HANCOCK





Ewing Galloway

# GO!

by Nell Dunkin

JUDY IS JUST CRAZY TO GO to Sunday church school! But I can't seem to get around to getting her ready and sending her!"

The public school teacher was making a call on Judy's mother and since she was also a Sunday church school teacher she had mentioned that. She knew Judy was not in a church school but was appalled at this mother's light-hearted disregard of her child's need.

"Go into all the world. . . ." seemed to echo in her mind. She had been thinking of this in connection with home and foreign missionaries. Now it meant she must go into Judy's home and so change the situation that Judy's mother would want to take Judy to church school.

Of course, she did not "go" in the sense that she was there per-

sonally much of the time. She enlisted the aid of others, in the school and church, who made friends with the mother and got her interested in the activities of the church.

A mere invitation sometimes means little to one not interested. However, when another mother in the same block called and asked Judy's mother to go to a church school class party with her, she went and found "the nicest people."

Another member followed this with an invitation to "come help us paint the furniture in the children's classrooms," and set a definite time to pick her up if she accepted. She did accept and saw how much fun other mothers had in making the classroom attractive.

No longer was church school some vague place to which her Judy wanted to go, but rather a bright, interesting place she had seen and helped to make more attractive.

The fathers were also having a project of supplying needed cupboard space, so one of them invited Judy's father to help. This father made it sound so delightful

that the invitation was accepted by a father who had not been in a church for years but who loved his daughter.

The various members of these groups made it a point to stop to talk to Judy's parents whenever they met. A couple or two included them in informal get-togethers in their homes.

So, gradually Judy's parents found that they were a part of the church family. Their indifference had been turned to interest not only to the extent of sending Judy but of taking her regularly. So a whole family was won because one public school teacher heard the command to "Go!" not into a far field but into one right at home.

Who needs to be the object of your response to this command? Perhaps two or three can join forces for a stronger approach. Where one might hesitate, strength can be gained from others.

Does the person who works beside you have a church home? If he or she has changed communities, a church contact may not have been made. Perhaps interest has been dropped on reaching adulthood. Yet, you are very much interested in church activities.

Can you arouse interest in these activities by occasionally telling about them to your fellow worker? Pick out what you think would appeal most. Often this may be the social side but this should not be underestimated for remember it is the *Christian* social life everyone needs.

Perhaps you could meet another member of the church group, to which you belong, for lunch some day and ask your fellow worker to come along. Thus you have doubled the possible appeal by doubling the contacts. Then give an invitation to some special affair of your church group which promises to be something he or she would like.

Remember invitations mean little unless they are accompanied by "I'll pick you up!" No one likes to go into a strange group alone.

Is there a new family in your block?

(Continued on page 28)

The author is a freelance writer.  
Mark 16:15.



# 1. The Church School Needs Parents

by Harriet and

Two meetings for parents' classes and discussion groups

## Aim:

To help parents appreciate the urgency of their understanding the purpose and methods of the Sunday church school. To give specific suggestions as to how they may strengthen the "school of the church."

## Suggestions to the Leader:

Involve several of the parents in a panel. Try to get parents who have different degrees of contact with the church school. For example: one parent who simply allows the child to attend but who probably doesn't know what is being taught; another parent who grew up in the church and assumes that whatever the child is learning is essentially like Sunday church school was a generation ago; and a newcomer to the community who is frankly seeking the best Christian education experiences for their children.

These parents should read "School Is Your Job, Too" and meet together with the leader in advance to formulate ideas and questions to share, taking about 5 minutes each. Let the leader serve as moderator and the Director of Christian Education or church superintendent as the "expert."

Another method of presentation would be to work out a skit in two scenes. Scene One might show "Mrs. Discouraged Superintendent" in conference with the Director of Christian Education as she discusses tardiness, absenteeism, and parental apathy. Scene Two could show these two persons visiting in the home of "Mr. and Mrs. Average Parent" as they explain the purpose of the church school, ways parents can help children learn, and the course of study. Select your cast carefully and meet together in advance to outline the conversation.

## Worship Suggestions:

At the beginning or end of the meeting, let someone tell the story of Hannah who took her son Samuel to the temple (1 Sam. 1:1-4:1). Note especially that his religious education began at an early age (1:21-22) and that Samuel's mother continued her interest (2:18-19). Consider the thought-provoking idea in 2:20: "The loan which she lent to the LORD." This makes parents very much involved in the religious training of their children.

## The Meeting:

If the first suggested method is used, introduce the panel and allow each one to take three to five minutes to explain what he thinks the Sunday church school will do for his child and to raise for later dis-

cussion any unanswered questions which he feels parents like him may have. When all have spoken the moderator will turn to the audience and ask for answers to the questions posed. Encourage full group participation. If the conversation wanders, call on your "expert" to get the discussion back on a more constructive ground.

If the skit plan is to be used, introduce the actors and describe their role. (A large placard will help keep their roles in view.) Follow the skit with a discussion period, answering questions raised by the audience. A teacher from each age group in the church school could be prepared to explain in detail the kind of parent co-operation that would be most helpful in their departments.

## Conclusion:

In either meeting arrangement, conclude by emphasizing that the final responsibility rests with the parents who are really "the first teachers of religion." Have available on display, a full set of curriculum materials being used in your church school for each grade level and for the whole year.

## Resources:

### BOOKS:

- Everybody's Business—Our Children* by Maureen Applegate. New York, Row, Peterson and Co., 1957. Out of print.
- How to Help Your Child in School*, by Mary and Lawrence K. Frank. New York, Viking Press, 1956. \$2.95; New American Library paper edition, 39 cents.

### PAMPHLETS:

- Science Research Associates Pamphlet—"A Guide to Successful Fatherhood" by O. Spurgeon English and Constance J. Foster, 50 cents per copy.
- Parent Teacher Series—"Being a Good Parent," "Moral and Spiritual Education in Home, School and Community," "Strengthen the Home... Source of Our Nation's Greatness," National Congress of Parents and Teachers, 700 N. Rush St., Chicago 11, Ill.

### MAGAZINES:

- National Parent-Teacher* (Address above)
- Parents' Magazine*, Bergenfield, New Jersey

### ARTICLES:

- "A Code for Teen-Agers," *Parents' Magazine*, November, 1959.
- "Epidemic of Teenage Secret Marriages," *Ladies Home Journal*, March, 1960.



## 2. Christian Family Responsibility at School

Based on the article "School Is Your Job, Too!" page 1

### Purpose:

To help families understand specific ways in which Christians they can and should participate in their child's school life.

### Preparation:

This whole area is so large that those in charge should read the accompanying article "School Is Your Job, Too" carefully and then select one aspect of special interest. A series of meetings could easily be arranged. Several types are suggested here.

1. If the meeting is to be limited to parents of children of a single departmental level (Junior or Primary) one of the parents might interview in advance a social studies teacher in the public school to discover what material will be covered during the year that would be helpful in enriching a specific mission unit to be studied in the Sunday church school. An art teacher could be contacted to aid in compiling a list of creative skills that the children are mastering. Invite a Sunday church school teacher to be present to be prepared to share the unit she will be teaching.

2. Arrange a debate on a statement from the article that might be controversial. (a) In any school and at any grade level parents should be conversant with the general outline of the curriculum and what is expected of the child. (b) It is deplorably true that parents are by all odds more ignorant and less concerned about what goes on in the Sunday church school than they are about their child's secular education.

3. Find out from the School Board or other responsible channels what is the most pressing community-wide-school problem and arrange your meeting to discover the burden of Christian citizenship in this situation. Be prepared with a suggested action program.

4. Invite a speaker from the school administration to discuss what they expect from the home in regard to a good learning environment. Or invite a speaker from the PTA to discuss the scope of character building and parent-education activities included in the PTA program.

5. Plan to role play two parent-teacher conferences conceived of as part of the regularly scheduled school report program. Let one be with the parent of a child who is failing and the other with a successful child's parent. Decide at what point to stop the dialogue in each case, and note some of the questions which might contribute to constructive audience participation.

### Conducting the Meeting:

1. If suggestion one is followed, arrange a display of the mission unit considered along with the social studies material from the public school. Have samples of student art work and creative activities.

Begin by asking the church school teacher to describe the unit and the creative activities planned. This would be a fine time to enlist needed parent aid for a trip, party, or telephoning. Then call on the person who visited the public school to indicate how information and skills learned at school can be used in the church school. *Here's How and When* (by Armilda Keiser, Friendship Press, 1954) would be a helpful resource book. Allow time for questions and discussion. Point out that this is a graphic example of how home, schools, and church school can help each other.

2. The value of this type of meeting is not in polished oratory but in stimulating Christian concern. Emphasize that because we have different backgrounds, different educational experiences, and because we do have our God-given power of choice, there will be a difference of opinions as to how best we may serve our child's educational development. Participants should read several of the suggested resources pertinent to their topic. A debate is more than personal opinion. Do not have a judge to determine the winner but use the debate to stimulate free discussion after it is concluded.

3. This type meeting will appeal to those who enjoy their civic organizations and would be appropriate in a community where there is overcrowding of schools, teacher shortage, inadequate salaries, safety hazards, or some other administrative problems.

The leader might introduce the topic by recalling that Jesus was concerned about men in every walk of life and at all times. As his followers, we must be likewise concerned. Call on your reporter for a progress report on what needs to be done in your community situation. Follow with brainstorming suggestions of "what they ought to do about it." Then change the "they" to "we." Make definite plans to appoint a committee, or to actively work with those already at work on the problem.

4. If either of the suggested speakers is invited, ask your Pastor or Director of Christian Education to come prepared to express briefly appreciation for what is being done in the schools. Also let him outline the Objectives for the Christian Education of Children which is available from your denominational bookstore. Allow time for questions and informal conversation.



5. As parents arrive, invite two to assume roles of "parents" and two to be "teachers" in the parent-teacher conferences suggested. Give your role players the opening statement for their conference and several suggestions which they may use. Allow them to prepare (about 10 minutes) as the group gathers. After a brief explanation of the situation, call first on your unsuccessful parent-teacher players. Let the dialogue continue until it is clear that these folk are far from friendly (each blaming the other for the student's failure). Then ask the group questions like these: What did the teacher do wrong? Why did the parent hesitate to come for the conference? How could the situation have been improved? Summarize your findings on a chalkboard or large sheet of paper.

Proceed to the next, more pleasant teacher-parent conference. Follow the same plan, asking questions like: What led to a successful conference? How can the teacher's suggestions be strengthened by the home? Some of the group may share actual helpful experiences.

### **Worship Suggestions:**

At the close of the meeting, a time of directed prayer might be the best way to gather the insights gained. Asking for God's help will surely strengthen the parent-teacher relationship. Let the leader suggest the area of the prayer-concern and then pause briefly for the silent individual prayer.

Let us thank God for teachers who love our children.

Let us thank God for truth and knowledge that is the heritage of our public schools.....

Let us be grateful that we are free to teach our faith without fear in our Sunday church school.

Let us ask God's help as we try to be Christian parents and help our children to grow in knowledge, in wisdom, and in favor with God and man. Amen.

## **Families Worshiping Informally**

### Participants

A special meeting of all the church families, or in lieu of that, a combined meeting of adult classes who have brought their families with them for this meeting at the church. It would not be well to include children of pre-school age.

### Purpose

To discover opportunities for worship in the routine and the unexpected pattern of family life.

### Preparation for the Meeting

Preparation might begin with a discussion of the need for such a meeting. The department of worship, of membership, of Christian education—or any one of the classes or fellowship groups might initiate the meeting and make plans for it. As many total family units as possible should be included. Announcements should be made well in advance, and if the meeting makes a worthy contribution it might be placed in the calendar when plans are made for next year.

### Promotion

Promotion should include a written reference to the article, "When Families Worship," on page 11, and a general statement of the purpose and plan of the meeting. Families might be asked to talk at home about such a question as: "Do we have any memories of worship experiences that came out of incidents in our life together?"

Set up a turnover chart or see that a blackboard, chalk and eraser are ready for use. Arrange the room (if possible) so that participants will be in a circle with everyone as near a central focal point as possible. Ask one family (carefully selected) to be prepared to bring the meeting to a close with a devotional such as any family

group might observe informally at home, on an outing, or under some special circumstance. Give opportunity for creativity and initiative.

### The Meeting

- |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7:15 P.M. | Informal fellowship then sit by families                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 7:30 P.M. | Interpretation and orientation by leader                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 7:40 P.M. | The reading (aloud) of article, "When Families Worship," on page 11.                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8:00 P.M. | Discussion <ol style="list-style-type: none"><li>1. What is the status of group worship in the average home?</li><li>2. What is the reason for this condition?</li><li>3. What instances of informal worship have you seen or known?</li><li>4. What other would you suggest for the possible use of all of us? (Have someone list items on the board as they are given.)</li><li>5. What obstacles will we be apt to meet?</li><li>6. What first steps shall we take?</li></ol> |
| 8:45 P.M. | Summary by leader—and announcement of date for second half of meeting                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8:50 P.M. | Informal worship led by church family                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 9:00 P.M. | Benediction or closing prayers by child, a youth, and an adult.                                                                                                                                                                                                                                                                                                                                                                                                                  |



## II

# More Formal Family Worship

by Catherine and Samuel Pugh

### Participants

All families that were invited to previous meeting.

### Purpose

To help the church families establish their own patterns of worship and to assure them of help along the way.

### Preparation

Promotion as before. Ask each family to bring a Bible and various items for the creation of a worship setting. Select and orient greeter. Ask one person to lead worship service. See that chairs are arranged in rows. Provide for selection and orientation of panel. Select person to offer closing benediction. Furnish some kind of devotional guidance—a prayer, poem or Scripture reference. Preparation for this meeting and the previous one might well include an advance discussion of the spiritual needs of the church. This topic might be brought up in a board meeting and presented as one of several ways to help the members in finding spiritual foundations.

The following questions might be included in the church periodical or bulletin well in advance of the two meetings described here.

1. How would you grade the spiritual depth of our congregation?
2. Would our church homes like help with their family devotions?
3. Would your family attend if a clinic or guidance of some kind were offered?

### The Meeting

7:15 P.M. Greeter is present to welcome all who come.

7:30 P.M. Each family group arranges a simple worship setting somewhere in the meeting room, then is seated together in the section where chairs have been arranged in rows. All bow in silent prayer until everyone is seated. Soft music in background.

7:50 P.M. A worship service—led by a member of the worship department. Use hymns from *Christian Worship—A Hymnal*. A mimeographed order of service that may be used in the home would be appropriate.

8:10 P.M. A panel composed of a man, a woman, a young man, a young woman, a boy and a girl discusses the topic: "Ways of Worship in Our Homes" then, "How Can We Get Started and Continue Our Plans?"

8:30 P.M. Open discussion to all present.

8:45 P.M. Discussion in family units. Let single persons and those who came alone meet together in groups of three or four to discuss their own needs and solutions. Each family holds its meeting at the place where it arranged

the worship setting earlier in the evening. Have chairs available. Topic: "What Will Our Family Do?"

9:00 P.M. Closing devotional period by families, still in their meeting places. Use Bibles and other devotional literature.

9:10 P.M. Closing word and benediction by leader while families stand in their little groups all about the room.

### Resources

Announce the following resources for those who would like to prepare in advance:

*Christian Worship by Families*, Lentz, Richard E. Manual, 75 cents. Christian Board of Publication, Box 179, St. Louis 66, Missouri

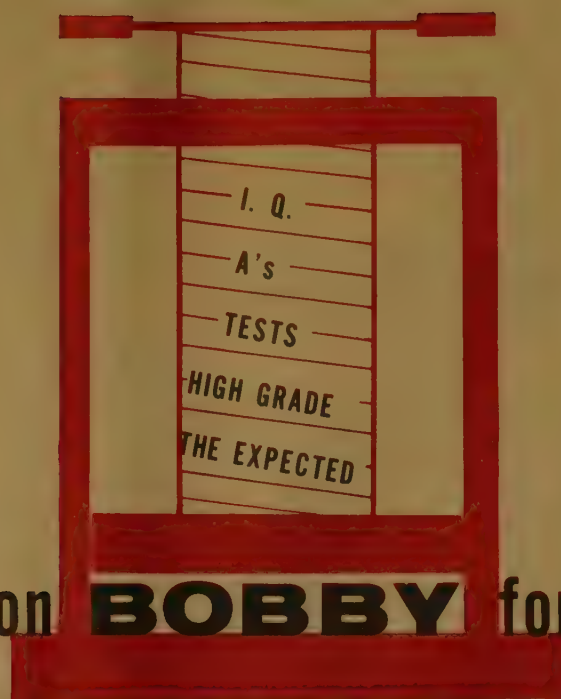
*Finding God Through the Family*, Ellzey, W. Clark. Booklet, 15 cents. The Upper Room, 1908 Grand Avenue, Nashville, Tennessee

*Whence Cometh My Help*, Miller, James Blair. Church Life Pamphlet, Library Series, 5¢ each or 25¢ per dozen. Christian Board of Publication, St. Louis.

*Your Home Can Be Christian!* Channels, Lloyd and Vera. Church Life Pamphlet, Library Series, 5¢ each or 25¢ per dozen. Christian Board of Publication, St. Louis.

*How to Pray*, Page, Kirby. Pamphlet, 50 cents. Source Publishers, Box 485, Nashville, Tennessee.





## Pressure on **BOBBY** for Better Grade

BOBBY GOT THROUGH KINDERGARTEN nicely. Father and mother were delighted to have that hurdle behind; it seemed to promise easy adjustment to first grade.

However, it didn't. The first month was hectic and the second, no better.

"Bobby," said Mother, "you were happy in kindergarten. Why don't you like school now?" He was six.

Bobby only mumbled with his tears, hating school mornings, when he delayed and fussed about dressing and eating. "Can't I stay home, Mommy?" he pleaded.

Mother was too confused to answer. Why was he so listless, as if worn out, when he used to be active and happy? He would flare; nothing pleased him.

"Yes," said his teacher to Mother, "Bobby is capable of doing the work. His I.Q. is adequate, but he lets his mind wander. Also, he wanders from his seat, whispers, and annoys other children."

Mother, and Father, too, had the good judgment not to punish Bobby, nor did they scold him angrily. They knew something was

seriously wrong; Bobby's disturbed behavior proved it.

A child counselor suggested, among other things, "Your son may be too young for First Grade despite his satisfactory I.Q. Boys should often be older than girls." The counselor discussed the *total* child; not just the chronological years. The total behavior age may not be the chronological age but either lower or higher, which adds up to the fallacy that age 7 belongs in *this* grade, and age 14 in *that* grade.

Fortunately, Bobby was neither punished nor pressured by Mother and Father; he was sensibly returned to the kindergarten for another six months.

This article deals with parental pressure on children toward better grades; its values and its dangers. We have already seen one danger: what happened to Bobby when he was incapable of doing First Grade work. Insistence could have damaged seriously his personality.

There is another aspect to pressuring our Jims and Joans to earn those A's and B's and to Christian fathers and mothers it is far more important than high grades.

Our newspapers carry disturbing accounts of dishonesty in school examinations, from elementary

through college. The student cheat, by helping each other out in the tests, and by other underhanded ways. A report taken from one high school revealed that six out of ten children cheated on their examinations, and the alarming part was that they thought little of it, it is so common.

Can such dishonesty be because emphasis on high grades is pronounced? By parents and teachers. Here we have a situation which calls for *intelligent moderation*. It would be wrong not to expect good grades of students; no one would deny it. But good grades at the sacrifice of honesty? Or the impairment of a sound personality?

That Bill's mental equipment does not equal John's illustratively, all of us know; but it does not necessarily make Bill a dullard, a failure in life.

At least one psychologist has pointed out that there are three areas of intelligence: abstract, mechanical, and social. It is for our child counselors, and for parents, to discover in which of these areas a child functions best.

Abstract intelligence has to do with numbers; it is to conceive apart from matter. Mechanical intelligence is of what it suggests

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achinery. And the social is the  
ent to live harmoniously with  
ple. Only the few possess all of  
se in satisfactory measure, and  
etically everyone possesses in-  
elligence in at least one of the  
ree areas.

Dishonesty in one thing leads to  
honesty in other matters; it  
unches out. The pupil who cheats  
school tests is conditioned to be  
honest in adult life, at work,  
d even in his home. Either he  
le the test answers, or he is  
rning a thing—a good grade—  
thout personal effort.

Can parents make crystal clear  
their children the fact that,  
hile good grades are wanted they  
e not to be gotten dishonestly?  
his can also mean parental help  
th home study. How much?

What would be the right pro-  
dure for parents to inculcate  
onesty in their Bobs and Ediths?  
hat would make a lasting, life-  
ng impression? Would it not be  
live lives in actions and deeds  
at are unquestionably honest and  
orthy of copying? The negative  
n'ts could not be as effective as  
r parents to *live* honesty; to  
ach by example. Can a father  
d mother do just a *little* cheat-  
g, lying and stealing? For ex-

### Biblegram Solution

(Biblegram on page 10)

SOLUTION: "When a man's  
ays please the LORD, he makes  
en his enemies to be at peace  
th him. Better is a little with  
ghteousness than great revenues  
th injustice" (Prov. 16:7-8).

### The Words

A Three	M White
B Weight	N Join
C Twelve	O Mulish
D Switch	P Runty
E Matinee	Q Month
F Inches	R Tamper
G Hide	S Lease
H Praise	T Eight
I Sabbath	U Tease
J Season	V Luke
K Seven	W Arise
L West	X Neat

ample, a stamp may be taken, a  
pencil picked up, a fare-token not  
given, an excuse made which is a  
lie—these so-called little sins which  
our children observe us doing. A  
traffic sign might be disobeyed, an  
article might be lost by someone,  
discovered and kept without effort  
to find the owner. These endless  
small matters are practiced, and  
then... to be angry with Dotty  
and Timmy if they do the same!

Thoughtful Christian fathers  
and mothers will not insist upon  
excellent school grades *at the ex-  
pense of honesty*, nor at the cost  
of personality disorders born of  
pressure to excel. In a world so

lacking, it would seem that Chris-  
tian fathers and mothers would  
make it a first purpose to instill  
Christian principles in their chil-  
dren, eclipsing, yes, higher educa-  
tion, itself. And this is what they  
are doing. They know that sights  
set firmly on gaining the world  
threaten loss of the soul.

It is well to want one's children  
to succeed at the worthwhile, but  
sometimes this is more of an am-  
bition for the parents alone, so they  
can say with pride, "This is my  
son. This is my daughter." And,  
nod at the certificates, glassed and  
shining on the wall. Gained hon-  
orably?

## FIXED FOR LIFE



The car may be repaired but this small victim will never be the same. All because some driver gambled with speed limits, cheated a stop sign or ignored road markings. Most accidents can be traced to such law violations. Each day they injure, cripple and kill thousands. Help end this frightful toll. You can! Drive carefully. Obey the law. Insist that others do, too. Where traffic laws are strictly obeyed, accidents go down!

### WE MUST FACE THESE FACTS

Last year, traffic accidents injured 1,400,000—disabled them beyond the day of the accident. Millions more suffered the pain and misery of "minor" injuries. 150,000 were children, 5 to 14.

Last year, traffic accidents killed nearly 38,000! 2,500 were children of grammar school age. And this year an INCREASE in deaths is threatened!

How long must this go on? YOU—the men and women behind the wheel—can answer this. Because YOU are the No. 1 cause!



### Support your local Safety Council

Published in an effort to save lives, in cooperation with the National Safety Council and The Advertising Council.

## School Is Your Job, Too!

(Continued from page 3)

Young people themselves might work as a team along with parents and teachers in setting up a series of meetings on vocational opportunities in the community. Some PTA groups establish scholarships for local pupils who could not qualify for national competition but have proven themselves good students of reliable character. Very successful meetings have been arranged where students served as a panel to discuss things parents do which constitute problems from the students' point of view.

City or state-wide bands and orchestras have won wide recognition in some areas where parents organize to assist in their promotion. Although it may sound as though parents are no longer needed, their attitude of co-operation and support may be the deciding factor in whether Sally's enthusiasm is devoted to any of the areas mentioned.

Parent groups are making it their business to work closely with the school in facing the problems of juvenile delinquency and teen-age marriages. A child from a home with a church background is not safe while the boy next to him carries a switch blade, or the girl around the corner becomes pregnant after a laxly chaperoned house party.

Much of what has been said may be adapted to the Sunday church school. It is, however, deplorably true that parents are by all odds, more ignorant and less concerned about what goes on in the school of the church than they are about their child's secular education. In contrast to the public or private day school in the community which is controlled by a large number of laws designed to establish educational and health requirements, the school within the church has no such standards except those imposed by a careful ministry and concerned parents. We are solely responsible for the excellence of materials, adequacy of facilities and standards of the teaching staff.

It is not enough to send a child to Sunday church school and assume that he will attain Christian maturity. We parents are obligated to maintain a Christian home seven days a week, and to attend regularly the Sunday church school and worship with our children. At every age the objectives for Christian education of children relate the child to God, Jesus, the church, the Bible, himself, and others. Unless mother and dad understand the child's class materials in the light of these objectives they cannot interpret and amplify them as they should. Christian education is not today, if it ever was, a "pouring in" process. Educationally sound lessons involve extra home preparation. Acquaint yourself thoroughly with the *Message to Parents* provided quarterly and encourage your boy or girl to prepare thoroughly for each class. His own copy of the *Revised*

*Standard Version of the Bible* and other appropriate books will help the child of Junior age or older to feel the importance of his religious training. Use the younger child's take-home books as part of his very own library.

Friendly co-operation and an occasional invitation into your home will encourage the teacher doing his best to help you in the Christian nurture of your children. Criticism of the "teacher" is never good for Sunday dinner conversation but, if you suspect that Johnny is not receiving adequate training in Sunday church school, go to your pastor and discuss the matter. Perhaps you ought to take some teacher training and volunteer to assist, thereby gaining valuable insight into the problems of the church school teacher and relieving the shortage which plagues most churches. Whenever you are asked to observe, attend a sharing program presented by the children, or come to a meeting planned just for parents, be sure that you are there.

We have come a long way since the patriarchs of Israel chanted "Hear, O Israel, the Lord our God is one . . ." and placed the full responsibility for religious training in each home. Today we know that values are being constantly established both at home and school, in fact, wherever our children are. Our twentieth-century responsibility follows our children throughout the week and from the cradle to maturity.

(See meeting plans on pages 22, 23)

## Are We Prepared for Worship?

(Continued from page 5)

eraman, the professional sets the stage for his picture. The camera must be thoroughly tested and angled in relation to the subject. The timing, light, contrast—each climate detail—must be right before he triggers the lens.

Long before the shepherds worshiped at the Bethlehem stable, Jewish families were united through worship. Fathers gathered their children about them for study and worship. The youngsters were at all age levels, but the father was not ignorant of developmental growth in communicating faith. He read the Torah and asked, "Understandest thou?" Through reverence, symbols, and questions the children were provoked to interest and response.

In our family, grace before meals, after-breakfast devotions, and the "Let's talk, and tuck-me-in prayer" at night make up our formal worship habits. Not long ago we started holding hands, forming a circle for grace and family prayers. This practice did something wonderful for all of us in the feeling of spiritual togetherness. Our periods of prayer and praise are simple, and not always successful in making deep contact with God, but they are natural and in that direction. And they make informal worship easy and normal.

It takes disciplined adults to worship with children. As parents and teachers it is absolutely necessary that we first meet God at our level. But we should not make the mistake of trying to lead children through our experience. Instead, we should help them to develop their own sensitivity to the Spirit of God. And this is done largely through a right attitude on our part. Just as any successful church school session or congregational worship takes long-range planning, let us make the giving of ourselves in moments of formal and informal worship a daily act. Then the fellowship of community worship will truly become a shared experience on Sunday mornings.

## GO! (Continued from page 21)

"I can't just walk in and ask them to church!" you exclaim.

Are you sure you can't? They may be waiting for you or someone to do just that. Maybe that someone else will not do it, so it is your job.

When you take a "welcome-to-our neighborhood" cake, why not say something like, "We have a friendly church. Would you like for us to stop Sunday and take you with us?"

If the invitation is accepted, tell other members before the time about these new neighbors so a very warm welcome will be there.

Perhaps the person who needs you to go to them is an older person who has not been interested in the church all his life but has suddenly found life empty. How can you find this person?

Friendly, neighborly calls on unaffiliated people near you, often will give you such indications. Then you can appeal to others in their age group to help you develop their interest.

However, do not discount yourself for often an older person is flattered by attention from a younger one and it is you who can do most to bring these older people into your church home.

It may be a little Judy who lives near you or plays with your child. Then it will be not only the child but the parents who may be won by such a campaign as used with Judy's parents.

Your church group may select someone to "develop" into a member. However, there is such a thing as too many trying to appeal to one person. He may resent the feeling of being rushed into something or pressured into attendance at something in which he has no interest.

For this reason two or three members may select someone as the object of their "Go!" With friendliness as their key word they will use diplomacy and tact in their approach, always remembering that their goal does not have to be accomplished in one week or even in one month. They want to build strong ties even while they are making their initial campaign.

Who needs you to answer that "Go"? Everyone without a church home is a challenge.





# Family Counselor

## Why Does a Child Rebel?

**Q MY DAUGHTER-IN-LAW** has asked me why Susan, our four-year-old granddaughter, rebels every time she tells her to do something. She tries to reason with her.

**A** Mary, my daughter-in-law, is a wonderful girl. Our son is in the Air Force, is making it a career and all he needs to do is look at Susan and she will do what she is told, and behave. My son is very strict with her. She mustn't laugh too much; if she refuses the cream she can have no cake. She has a little brother a year old, and now a little sister.

Could it be Bob is so strict with her that she tries to have more freedom with her mother? Mary says spanking does no good. Bob will spank but only needs one or two, she does not disobey him.

Can you give me any advice that I can pass on to Mary? Susan is a happy, normal child most of the time, but has acted worse in obeying her mother since the little brother came.

**A** CERTAIN AMOUNT of rebellion to commands is more or less to be expected of a four-year-old. One child may be more rebellious than another, due to the temperament of the child and the atmosphere in the home. You realize that I know nothing about your son's home except that which you indicate in your letter. However, the following possibilities for Susan's rebellion are suggested:

1. Jealousy of the smaller brother and sister, and resentment

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toward the mother because she spends so much time with them, may be partially responsible for the behavior of Susan. A child of four, with two younger children in the family, has a pretty difficult time. She wants love, attention, and approval—in fact, must have them if she is to develop emotional poise and health—and yet she finds that the mother and father have time only infrequently to give them to her. A natural consequence of her feeling is to rebel.

2. Fear of the father, due to his strictness and lack of understanding, may tend to stifle any initiative and spontaneous behavior when he is around. This is a heavy burden for a four-year-old. She wants to assert her growing desire to be independent, but can not do so, without disastrous results, when the father is present. Consequently, when she is with her mother, she asserts herself by refusing to obey. Irritating as such behavior is to your daughter-in-law, it is a compliment that Susan feels free to say "no" to her.

3. Too much supervision by the mother, and too many commands, some of them unnecessary, may be another factor responsible for her behavior. Children of this age need parents who will be patient and understanding; will take time to encourage them in various types of creative play, who learn the skill of "suggesting" to them rather than "telling" them what to do, and, above everything else, who will do things with them. A mother with three small children is not likely to have either the time or the patience demanded of her. Therefore, she resorts to tell-

ing the child what to do—sometimes in a tone of voice that irritates the child.

4. The mother may be too lenient. Just as she may not have time adequately to guide her four-year-old into desirable behavior, neither does she have time to see to it that necessary requests are carried out. Susan has discovered that she need not obey if she doesn't want to do so. The mother could limit her commands, giving them only when they must be carried out—and then make certain that they are carried out.

5. It is well to let a four-year-old know the reasons why certain behavior is necessary. Do not expect the child always to understand these reasons—and remember that it will be of little avail to try to reason with her. A parent should not argue but see that the child does what she should do.

I tend to agree with you that your son is a bit too strict with Susan. However, suggestions from you to him would probably irritate, rather than be helpful. On the other hand, the Public Affairs Pamphlet No. 154, *How to Discipline Your Children*, by Dorothy W. Baruch (25 cents from Public Affairs Pamphlets, 22 East 38th Street, New York 16, N. Y.), might let your son see more clearly than he now does the proper approach to discipline. Your daughter-in-law would probably profit by reading it, too.

*Daniel M. Maynard*

## When the Family Worships

(Continued from page 13)

vows. One by one we rise, have a hurried bite of breakfast and rush away to school, office, or factory in no mood for a "thank you" to God. Some have their meditation and prayer alone, but even when experienced on a personal basis it is apt to be under pressure.

The result is a subtle emptiness on the part of most of us. Dull guilt feelings linger where a sense of spiritual well-being should be felt. Everyone agrees that every family should find times and places to worship together regularly. Some make a resolve which is kept for a week. Then a change of circumstance disrupts and the competition overwhelms us until God is crowded out and only the good intentions remain.

It is not easy for the average family to launch a program of spiritual expression in the home. There are children who have never heard either parent utter a prayer or heard a verse of Scripture read aloud in the home. Many church members would have great difficulty in praying in the family circle in front of those who know each other's faults and weaknesses. One of the most difficult subjects to discuss in many homes is that of spiritual needs.

Therefore the neglect is recognized individually but goes unexpressed. The deep hunger for some kind of group expression is probably present in more homes than we would ever guess, with no member of the family taking the initiative to meet the inner longing. Each member of the family waits for another to make the suggestion. In some cases each hopes the subject will never be mentioned. Hunger blends with awkwardness, guilt feelings blend with insecurity, glimpses of God blend with glimpses of possible ridicule and in all too many cases the end result is procrastination or neglect.

Each family might set out to find a time and a place and a method that would be satisfactory to all. What would meet the needs of one family might not be possible for another, and yet the basic question is, "What takes priority in our household?" It is a matter of making competing projects take their places and stand in line. It is also a matter of freedom of viewpoint and ease of expression within the family group. It is a matter of knowing what to do once the family has agreed to find some regular expression of worship.

Let it be remembered that worship is not reserved for Sunday even though Sunday is (or should be) reserved for worship. "The spiritual life is all of life" as spiritual life conferences put it. Every moment can be used in its own way to the glory of God. Every act can become an act of worship or at least have spiritual implications. Formal, or

even regular worship, should not crowd out all those delightful informal experiences that bring radiance and reverence to any day. In spite of the pressures, God may be found just beyond the "busyness." We might even find him in the pressures were we to pause long enough to look and listen.

When the family worships, God is listening and he is glad! Until we worship by families he will continue to wait—and wait—and wait.

(See meeting plans on pages 24, 25)

## Pass the Milkweed, Please

(Continued from page 20)

"Here he is," smiled Miss Linda, pointing to a caterpillar on the milkweed plant.

"A caterpillar!" exclaimed the girls.

"Yes," added Miss Linda. "It is the larva of a Monarch butterfly."

"He's really neat for a caterpillar—not at all like the woolly bears on our lawn trees," commented Jane.

The little creature was green with bands of yellow and black.

Jane thought of the cabbage worms and bean beetles that ate their garden vegetables. She suggested that the Monarch larva try a nibble of cabbage, just for the sake of variety. One more garden pest would not matter much to her father, and she would like a Monarch caterpillar to watch every day. It would be so interesting. Then she thought of the insecticides her father used on the cabbage worms and bean beetles and decided the Monarch larva was safer in the park eating milkweed.

"Sometimes Monarch caterpillars strip the leaves off the milkweed plants. When that happens, the plants cannot flower and bear seed," explained Miss Linda. "This is Mother Nature's way of checking the spread of milkweed somewhat. She has a system of checks and balances and that is one of the ways in which it works," she added.

"Why does Mother Nature want to check the spread of plants that have such lovely waxy flowers?" asked Jo. "We thought they were beautiful under our hand lens."

Miss Linda smiled at Jo's interest in wild plants and said, "The flowers are lovely, but the plants are coarse and they crowd out other flowering plants which are more fragile and delicate."

Jane added thoughtfully, "I've seen Monarch butterflies. They are fairly large and have beautiful reddish-brown wings with black veins. The outer margins of their wings have rows of white spots which look like pearls."

"Yes," agreed Miss Linda, "that is a good description of them. Their wings are strong and their flight is leisurely, not zigzag like the flight of other butterflies. Watch the next Monarchs you see flying. They gather in flocks in the fall and migrate south. There is plenty

of nectar for them in the flowers warmer climates, and they escape cold of our northern winters. In spring, they start back singly. That each comes back alone. The monarch Monarch watches for sprouting weeds on which to lay her eggs as returns."

The girls looked down at the little Monarch baby, which would soon become a pupa, or chrysalis, and at last a butterfly.

Judy broke the silence by asking, "How can that little creature become a butterfly? He certainly doesn't look very promising right at this minute does he, Miss Linda?"

Everybody laughed. Miss Linda tried to answer Judy's puzzling question, saying, "The Monarch baby eats milkweed faithfully and grows and grows. He eats more milkweed and grows some more. He gets so uncomfortable in his tight skin that he splits it wide open and crawls out wearing a fresh new one that fits better."

"Is that called 'moulting'?" asked Jane.

"Yes, shedding the old skin is called 'moulting.' The larva moults several times before becoming a pupa, or chrysalis. You probably have seen a Monarch chrysalis. It looks like a small green jewel case with gold trimmings. It is usually suspended from a butterfly of silk under a leaf or some other shelter when the caterpillar moults the last time."

"The Monarch children must dream beautiful dreams because they live in gold-trimmed houses and will be lovely butterflies when they wake up," said Jo.

"I should think so," smiled Miss Linda. "However, their wings are crumpled and soft when they first emerge. They must sit and gently fan their crumpled wings to spread and to stiffen them."

"Then they fly away to sip nectar from all the flowers," said Jo.

"And never, never, never will they have to eat milkweed leaves again for their whole lives," said Jane.

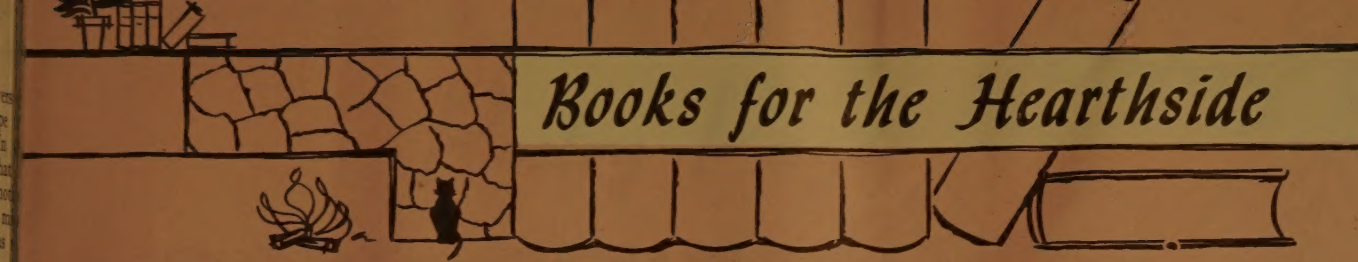
"I won't complain again about anything I have to eat that is good for me," promised Judy.

"Neither will I," agreed Jane.

"I am so thankful I don't have to say, 'Mother, pass the milkweed, please.'"







## Books for the Hearthside

### For Children

A new book by a popular author, Carolyn Muller Wolcott, is **God Made Me to Grow** (Abingdon Press, 1960, 112 pages, \$1.25). In this book, Bobby wants to learn about growing. Mother explains about how many things grow; that Bobby also grows in many different ways; that this is God's plan. Bobby's questions and Mother's answers will help to satisfy their desire. Meg Wohlberg's charming illustrations add much to the story for young children.

A small book that may help children "mind their manners" is **What Did Tommy Say?** by Louise Price Bell (The Warner Press, 1960, unpaginated, 50¢). Tommy began to think about his manners when a series of things happened. First, his mother said he soon would be big enough to go to school and he'd have to be polite there. Then his father said he'd like to take Tommy on a trip; his grandmother wanted to take him to band concert; his Uncle Bill wanted to take Tommy to a circus; but all of them were afraid Tommy would not be polite! How Tommy learned to be thoughtful and polite makes the kind of story that young children enjoy. Dorothy Dunn's pictures help to carry the story along.

Juniors will enjoy reading **Eyes for Chico**, by Mary Coxhead (Broadman Press, 1960, 178 pages, \$2.75). Blind Chico lived in a jungle village in Guatemala. His one consuming wish was to see. But Papa listened to the medicine man and believed all the native superstitions. The adventures of the family and how Chico finally was cured of his blindness make an interesting story. The illustrations by William Hutchinson add interest.

### For Young People

Amelia Elizabeth Walden asks for Carol Turner the question, **Where Is My Heart?** (The Westminster Press, 1960, 199 pages, \$2.95). Carol is a junior in college and ready to begin practice teaching. Or, is she? How can a person so young be caged in a small room with thirty or forty activists all day! Her boy friend, Kent Collings reacts against her teaching. His ideas of girls and what they should be doing is like that out of the past—old fashioned. Carol finds herself faced with

the grim necessity of returning to school. A friendship ring from Kent is her only consolation. How Carol finally finds her heart becomes an exciting story.

**When Youth Prays** by W. Burgess McCreary (The Warner Press, 1960, 112 pages, \$1.25) is planned as a guide to daily meditation in the five areas of faith, witness, citizenship, outreach, and fellowship. Each devotional is based on a Scripture passage and includes questions and guidance for developing prayers.

Medieval literature and children's literature have been special lifework interests to the author, Marian Waite Magoon, of **Boy of Ephesus** (Longmans, Green and Co., Inc., 1960, 149 pages, illustrated, \$2.95). The story is set in Ephesus at the time of Paul's ministry and is told through the experiences of Manos, the son of a skilled artisan. This is the type of book that would help the young reader to grasp something of the contrast between the Christians and the pagans. The impact of this new religion—Christianity—upon a pagan city becomes vivid.

From out of the time of Lewis and Clark and Kit Carson comes the story, **Spotted Eagle** (Zondervan Publishing House, 1960, 89 pages, \$1.75), told by Pearl Roam. The story is of the Nameless One, later known as Spotted Eagle. Through Spotted Eagle, the reader meets the treacherous enemy captive, Broken Nose; Spotted Eagle's father and chief, Brown Bear; and a close friend, Leaping Rabbit. Included are the Indian customs of earning a name, relying on the Great Spirit and the lesser spirits; the Dance of the Guardian Spirits, war, capture, and a buffalo hunt. Over all of these exciting episodes is the influence of the missionary, Marcus Whitman.

An exciting new book for teen-agers is the **Cherry Blossom Princess** (The Westminster Press, 1960, 188 pages, \$2.95) by Marjorie Holmes. Coming from Iowa to Washington, D. C., Marty McCarron is somewhat awed and nervous. She is to be the guest of her vivacious aunt and her State-Department-official uncle. Furthermore, she was leaving behind any chances of reconciliation with her boy friend, Don Ludwig. However, after the first few hours of loneliness, Marty finds herself engulfed in the many preparations

necessary to be the Cherry Blossom Princess. Witty, winning, and warm, this is the story for every girl who wonders what it is like to be a princess, a pageant queen!

### For Adults

Vance Hyde has prepared an anthology, **Especially for Mother** (Thomas Y. Crowell Company, 1960, 157 pages including indexes of authors, titles, and first lines; \$3.95). The collection of selected prose and poetry reflects the joys, sorrows, and hopes of motherhood under the Beginning Days, Sunny Days, Hectic Days, Dark Days, and Harvest Days. Skillfully and beautifully arranged, readers will find this book a real tribute to mothers.

For older adults, Glen H. Asquith has planned the book, **Lively May I Walk** (Abingdon Press, 1960, 123 pages including a subject-topic index, \$2). Even the print is large, so that those whose eyesight may be failing may enjoy reading. Possibly the hand magnifying glass may not be necessary. A pretty blue ribbon is also provided for marking one's place. Each of the fifty-four devotions includes a scripture verse, meditation, and prayer. The book may be used in groups and personal reading.

Wally Byam, a pioneer in the trailer field has made **Trailer Travel Here and Abroad** (David McKay Company, Inc., 1960, 303 pages including an Appendix, \$4.95) the new way to adventurous living. Internationally known globe-trotter and travel trailer manufacturer, Mr. Byam has had a great deal to do with popularizing single and group trailer tours. The book he has written includes information on trailer history, design, maintenance, and repair, how to hitch the trailer to your car, in short, he tells you everything you need to know to get started on trailer travel. The young, and the retired are finding the trailer to be a relatively inexpensive way of seeing the world.

Reminiscences of her early life at River Valley Farm of southeastern Missouri form the basis for Jean Bell Mosley's book, **Wide Meadows** (The Caxton Printers, Ltd., 1960, 236 pages, \$4). Mrs. Mosley is the type of person who is able to discover beauty and joy in the little everyday events. Even the gathering of corn becomes an exciting experience. Light and humorous, the book is fascinating.





## Over the back fence

### Parents Back to School Too?

This is the month when parents will watch their offspring off to school. They will watch with mingled emotions, sadness and gladness, fear and hope, relief and tension, pride and humility.

Will they watch also with the realization that "Now is the time for all good parents to go back to school, too?" Of course we do not mean a return to formal classroom education; although this is not unreasonable to expect. Many thousands will be enrolling in parent education classes of all types, some formal, most informal. What we mean is, every parent should continue his education to become a more mature adult as well as parent. To engage in this process with other parents is one good way to "go back to school."

Another way is to read—books, magazines, papers and everything that is available that gives promise of contributing to growth and development of mind and life. *Hearthstone* offers serious-minded parents a new book that will help them lay hold of opportunity—*Education for Child Rearing*, by Orville G. Brim, Jr. (Russell Sage Foundation, New York, 1959, \$5). If the price seems high perhaps the church library can purchase it, or a parents' class or group could secure it, or two or three parents chip in on the purchase price.

Would you like answers to these questions: What are parents like and why do they behave as they do? Does the father or the mother play the larger role in child-rearing decisions? Do professional people believe that parents' *feelings* are more important than the techniques they use? How permanent are the effects of parents upon the child's personality? What distinction should be made between education and therapy? Who are, and who should be, the parents who participate in educational programs? What underlies the changes in advice to parents over

the past fifty years?

This book is not the result of one man's thinking on these questions. The author has gathered together here the work of a large number of authorities in the field of parent education. The project was sponsored by the Child Study Association of America and the Russell Sage Foundation.

Parents will not find this book light reading. Indeed it is not primarily planned for them. But they will find it very valuable in many ways if they give themselves to a serious study and discussion of its contents.

### Some Bad News of an Old Problem

After a few years of comparatively lower rates of incidence of venereal disease is on the increase again. Rates have gone up sharply but even so it is estimated that less than one-sixth of the cases of early infectious syphilis and one-fourth of the cases of gonorrhea are being found and treated. If all facts were known and all cases discovered the rate of increase would be much higher.

Especially disturbing is the fact that infections among teen-agers are particularly common. Nor are these infections limited to "underprivileged" members of our social structure.

This does not call for hysterical panic, or eyes-closing. As intelligent parents we need to know the facts in our communities and mobilize to meet the situation. Every church should have at least one member working with community authorities in this area.

### Hearthstone for the Blind

Readers will be interested to know that articles from *Hearthstone* are being transcribed into Braille for the blind. Individual articles will be released as separate pamphlets by The Gospel Association for the Blind, Inc., College Point, New York.



# Poetry Page

## Soliloquy on Siblings

He grins and points and giggles,  
He tries to say her name.  
(He hits, but not to hurt her,  
It's . . . WATCH him! . . . just a game.)

I'm certain he's not jealous,  
We've handled it Spock-right.  
(He's getting first-year molars  
So . . . WATCH him! . . . or he'll bite.)

He loves his newborn sister,  
They'll be the best of friends.  
(Perhaps when they're in college  
My constant vigil ends?)

—Wanda Kolling

## One Thing I Know

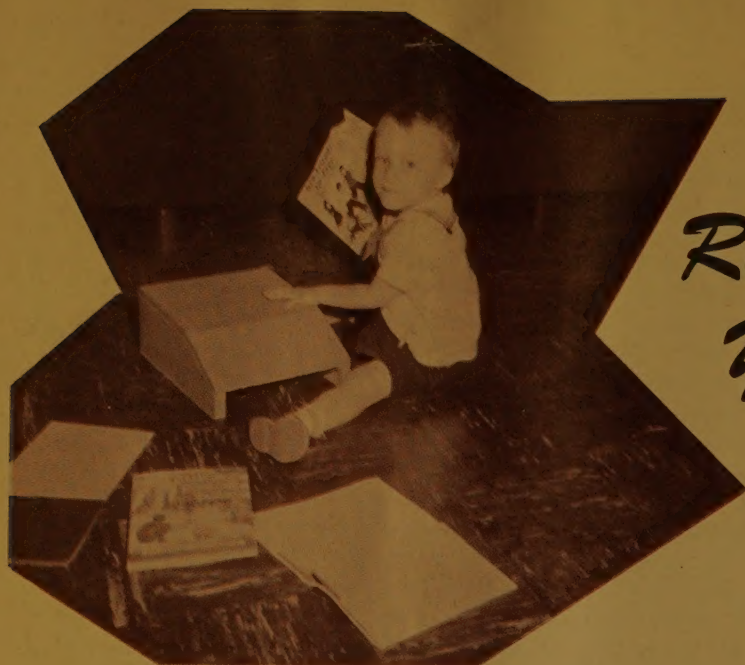
What will I be when I grow up?  
That's pretty hard to tell,  
Perhaps I'll be a pilot  
Or I might insurance sell,  
But this one thing I know I'll be  
Regardless of all other,  
I'll always be a Christian  
Just like my dad and mother.

Where will I go when I grow up?  
That's kinda hard to say,  
I might go mountain climbing  
Or sailing on the bay,  
But this one place I'll always go  
Regardless of all other,  
I'll go to church to worship God  
Just like my dad and mother.

—Jenette C. Mitchell







## Reading for the Younger Set



**THIS IS GOD'S WORLD** by Mabel A. Niedermeyer. This ideal book, written for children from eight to eleven years of age, concerns stewardship. Through reading it the youngsters will develop a better understanding of God's gifts and of their responsibility in using them. It is a good text for use by groups or individuals. \$1.75



**NEW FRIENDS FOR PEPE** by Anne M. Halladay. This is the tale of Pepe, a little Mexican boy, who learns an amazing truth about friendship. He is the son of a migrant worker and must leave his friends because of his father's occupation. His teacher has affirmed the truth that a smile will win new friendships. Age 3-5. \$1.75

**THE THREE GUARDSMEN AND OTHER STORIES FROM THE APOCRYPHA** by Edith Patterson Meyer. Here is an anthology of stories for boys and girls representing each of the fifteen books of the Apocrypha. It is a good text for teaching youngsters an understanding of the religious heritage that shaped the early Christian Church. Age 10 up. \$2.50

**THE STORY OF SAINT NICHOLAS** by Mildred Luckhardt. This is the pleasant legend of a boy who grew up to become a bishop. This bishop gave gifts to adults and children without anyone's knowledge. The name St. Nicholas was given him when he died. A pleasing tale that makes the Christmas story live all year. Age 8-12. \$2.75

**AROUND THE YEAR TOGETHER** by Ruth Adams Murray. Within the 96 pages of this book is a collection of poems, stories, puzzles, jokes, games, prayers and things to make for kindergarten, first-, second-, third- and fourth-grade pupils. The material is compiled from pages of *TOGETHER MAGAZINE*. Age 5-10. \$1.95



**OUR HAPPY FAMILY** by Mabel Niedermeyer. This is a tale of a small girl and the life she lives, day by day, with her family and friends. It is a good story for tots from ages three to five years old. \$1.50

**CHILDREN OF MANY LANDS** is an introduction for young readers to the world of today. Traditions and customs are preserved in the life of children from Japan, Thailand, China, Hawaii, Norway, Spain, Holland and Mexico. Available in: one volume, \$1.75; or 8 individual booklets boxed, at \$1.00 per box.

**JESUS GOES TO SYNAGOGUE** by Helen Brown. The reader observes, with Jesus, his eager interest in the recitation of the Shema, the reading of the prophets, and all the rituals of a Synagogue worship service. Children from ages six to nine will enjoy seeing how people worshiped in Jesus' day. \$1.25



**BALTI** by Ella Huff Kepple. This is an ingenious tale of a Mexican boy, Candido, who received a black burro for his birthday. The burro and the boy lead quite an exciting and adventurous life, one that would interest youngsters from ages seven to eleven. \$2.50